# SOUVENIR EDITION

OF THE

# OHIO UNIVERSITY BULLETIN

SUMMER TERM

1913


UNION
STREET
COURT STREET.
PRESIDENT STREET
HOCK-HOCKING
RIVER
RAILROAD ST.
RICHLAND AVE.
COLLEGE ST.
UNIVERSITY TERRACE
Ewing Hall
Boyd Hall
Library
Lasher Hall
Little Hall
Chapel
Templeton
Athletic Field
TOPOGRAPHIC
MAP
OF
OHIO UNIVERSITY AND VICINITY
DEPARTMENT OF CIVIL ENGINEERING
SCALE 1 INCH = 100 FEET
JUNE 1, 1911.
M.W.WATSON.

GOVERNOR JAMES M. COX,

Ex-officio Member of the Board of Trustees of Ohio University

ALSTON ELLIS, PH. D., LL. D.
President of Ohio Univeristy

SUMMER SCHOOL NUMBER

# THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

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**The Ohio University Bulletin**

**Published quarterly, by the University, and entered as second-class matter at the post-office at Athens, Ohio. Sent free, until each edition is exhausted, to all interested in higher education and the professional training of teachers. No advertisements, save the one found on the fourth page of the cover, will be published.**

## Facts About "Ohio"

Ohio University is the oldest higher institution of learning in that part of our country known as the "Old Northwest." Before Ohio was admitted to statehood the Territorial Legislature, in session at Chillicothe, made provision "that there shall be a university instituted and established in the town of Athens." This action bears date of January 9, 1802. The institution to be "instituted and established" was named the "American Western University."

Two years after the passage of the act referred to—Ohio having in the meantime been admitted into the Union—the State Legislature re-enacted the provisions of the Territorial Act, with but few changes, by another act dated February 18, 1804. This latter act, which gave the name "Ohio University" to the institution to be established, has ever been regarded as the charter of Ohio University.

The institution thus provided for was opened to students in the spring of 1808, when Rev. Jacob Lindley, a Princeton graduate, was put in charge of its educational work.

The first graduates, Thomas Ewing and John Hunter, received their diplomas in 1815.

The whole number of degree graduates, of baccalaureate rank, in the history of the University, is men, 724; women 185; total, 909.

The total number of different students enrolled increased from 405 in 1901 to 2,037 in 1913.

The University buildings are thirteen in number, not including six buildings occupied as residences. Conservative valuation of the property of the University is as follows: Grounds $520,000; buildings, $630,000; equipments, $210,000; total, $1,360,000. The financial support of the University is derived from three sources, namely, the mill-tax, special appropriations, and local receipts from incidental fees, rents, and interest on permanent funds forming a part of the irreducible debt of the State of Ohio. Receipts from all these sources, in 1912, amounted to $324,346.99. Salary payments for the fiscal year ended Nov. 15, 1912, amounted to $115,678.42 of which amount the sum of $94,123.41 was for teaching service exclusively.

Two degrees are given in the College of Liberal Arts—A. B. and B. S. The degree of B. S. in Education is given those who complete the four-year courses in the State Normal College. To receive either of these degrees the student must have a credit of not less than 120 semester hours based upon at least 15 units of secondary work. Each semester covers a period of nineteen weeks and each recitation period represents fifty-five minutes of actual class-room work. The field of instruction covered is shown by the following classification of colleges and departments; College of Liberal Arts; the State Normal College; the College of Music; the College of Oratory; the School of Commerce; the Department of Physics and Electrical Engineering; the Department of Mathematics and Civil Engineering; and the Departments of Drawing and Painting.

PRESIDENT'S HOME

The courses of instruction offered in the State Normal College are as follows: Normal Preparatory Course; Course in Elementary Education; Course for Principals and Superintendents; Course for College Graduates; and courses in Home Economics, Manual Training, and Agricultural Education. The divisions of the College include the State Preparatory School; the State Training School; the Kindergarten School; the Rural Training School; and the Departments of Public-School Drawing, Public-School Music, and Public-School Art; Home Economics, Agricultural Education, and Manual Training.

# Ohio University

**ATHENS, OHIO.**

**PROGRAM OF EXERCISES FOR THE OPENING DAY OF COMMENCEMENT WEEK, SUNDAY, JUNE 15, 1913**

**Baccalaureate Service**

**10:30 a. m.**

Solo, "In Thee, O Lord, Do I Put My Trust," Frey
Miss Pauline Stewart
Scripture Reading, Matt. 5 : 13-16.....
.....Professor D. J. Evans
Prayer.....Professor H. W. Elson
Double Quartet, "O Great is the Depth"....
.....Mendelssohn
Misses Bowser, Leifheit, Falloon, Stewart
Messrs. Jones, Liggett, Schaeffler, Buchanan
Baccalaureate Address.....
.....President Alston Ellis, LL. D.
"The Educated Man, His Make-up and Responsibility"
Quartet, "Jesus Only".....Ritoli
Misses Bowser and Stewart
Messrs. Jones and Buchanan
Benediction.....Rev. E. D. Murch

**Annual Sermon**

**7:30 p. m.**

Solo, "O Divine Redeemer".....Gounod
Miss Estella Moss
Violin Obligato by Professor Hizey
Scripture Reading....Professor A. A. Atkinson
Prayer.....Professor F. S. Coultrap
Quartet, "The Stars on High are Shining"
.....Rheinberger
Misses Leifheit and Falloon
Messrs. Jones and Schaeffler
Annual Sermon.....Rev. S. P. Long, D. D.
Pastor First Lutheran Church, Mansfield, Ohio
Duet, "I Waited for the Lord"...Mendelssohn
Misses Bowser and Stewart
Benediction..... Rev. H. M. Thurlow

# Baccalaureate Address*

(Ohio University Auditorium, Sunday, June 15, 1913)

## "THE EDUCATED MAN, HIS MAKE-UP AND RESPONSIBILITY"

**By**

**President Alston Ellis**

The address of President Ellis was packed full of the quintessence of good things which have entered his mind and which were pertinent to the occasion. The address was full of fire and force of vigor and vitality. It was thought-provoking and straightway stimulating.

He said in part that it would not be strange if on an occasion like this he did not repeat some of the things he had said during the twelve years he has presided over the University. When one explains things to others he is explaining them to himself. Occasions like this should fire those who take part in them with enthusiasm. Holmes advises to speak what has been long on the mind. The topic of speech should also be strong on the mind. Long life is much desired; it should rather be that strong life is desired. We speak but little of the length of life till there is nothing else of it to talk about. Methuselah might have been a great man in his time, but the only record we have of it is that he lived 969 years, begat sons and daughters, and then died. Christ lived but 33 years, but his life was greater than that of Methuselah.

Character is greater than intellect. The scholar must not be a recluse or simply a valetudinarian. We talk and sing very much about freedom, yet we hardly comprehend the meaning of the word or the essential nature of liberty. It is action bounded only by just and equitable laws. Have we intellectual freedom? Certainly there is not

*The address was delivered without notes. The brief report of it herewith given is taken from the columns of the *Athens Daily Messenger*.

EDWIN WATTS CHUBB, LITT. D.,

Professor of English Literature and Rhetoric, and Dean of the College of Liberal Arts

the academic freedom there should be. Institutions like nations and individuals should be judged for what they are as well as for what they have been and have done. We have some academic freedom but not enough. Some institutions of learning are sacrificing their freedom and the principles upon which they were founded for funds, appropriations, endowments; they are sacrificing their birthrights for messes of pottage.

Religious toleration is often the result of religious indifference, of intellectual and spiritual apathy. So with our political freedom. Our legislatures are more controlled by noisy demagogues than by quiet people who are attending to their own business. The disfranchisement of college students has been brought about by unscrupulous men who could not wheedle the brightest and best into supporting them. (Right here the President was particularly strong in denunciation, declaring the law iniquitous.)

As for industrial freedom, it is fast passing away. Big organizations are claiming the right to dictate the terms on which a man shall work and live, his employment, the hours he shall work, and the pay he shall receive. Laws are being made to oppress the most useful of our citizens, and to transfer by indirection the earnings of the workers to the pockets of the idlers. The proposal to exempt farmers and labor unions from the operation of the Sherman anti-trust law is arrant demagogism, as is also the placing of the farmers with the labor unions in an exemption for which they have not asked.

Education such as the diploma or degree indicates is not to enable its possessor to get something he does not earn, or to be a society parasite. What we want is all kinds of freedom protected by righteous and indiscriminating laws.

What is an educated person? A diploma is evidence that the holder has acquired a certain amount and kind of information, but it is no evidence that he is educated in the fullest sense.

The doctor then referred to the use of language and said that to be educated in this is to be able to use the mother tongue with accuracy and precision. He then referred to the influences against this outside and inside the schools of different grades, including newspaper editorials. He said the person having an ordinary education has a vocabulary of from 3,000 to 4,000 words, that the New Testament has 5,642 words, that Milton used 8,000 words and Shakespeare 15,000, and that the English language is the greatest means of communication of thought in the world to-day. He declared the use of slang to be evidence of mental weakness and apathy. He told some funny stories illustrative of the use of slang, which from the laughter elicited by them went home and were well understood by his highly cultured audience.

The purpose of language study is to enable us to speak with accuracy and precision. We should have fixed habits of thought and speech accompanied by gentle manners.

Mind and heart must both be cultivated. There are those who seem to think goodness the next thing to imbecility. A scholar is a thinker, not a mere repeater or imitator. One said of the Rhodes scholars at Oxford, who were from the United States, that, while not wishing to be rude or blunt, he was compelled to say in all candor that one-third were men who had initiative, one-third were mediocre, and the remaining third had no thought or initiative capacity; and the wonder was that so many of them could be found in a population of over 90,000,000.

Most graduates know the diploma is not a finality in scholarship. There must be continual growth, so that there may be continual service.

The last thought was: What will you do with it? Knowledge is power. Power involves responsibility. Men differ in physical, intellectual, and spiritual power. Use what you have to serve yourself and in the service of others.

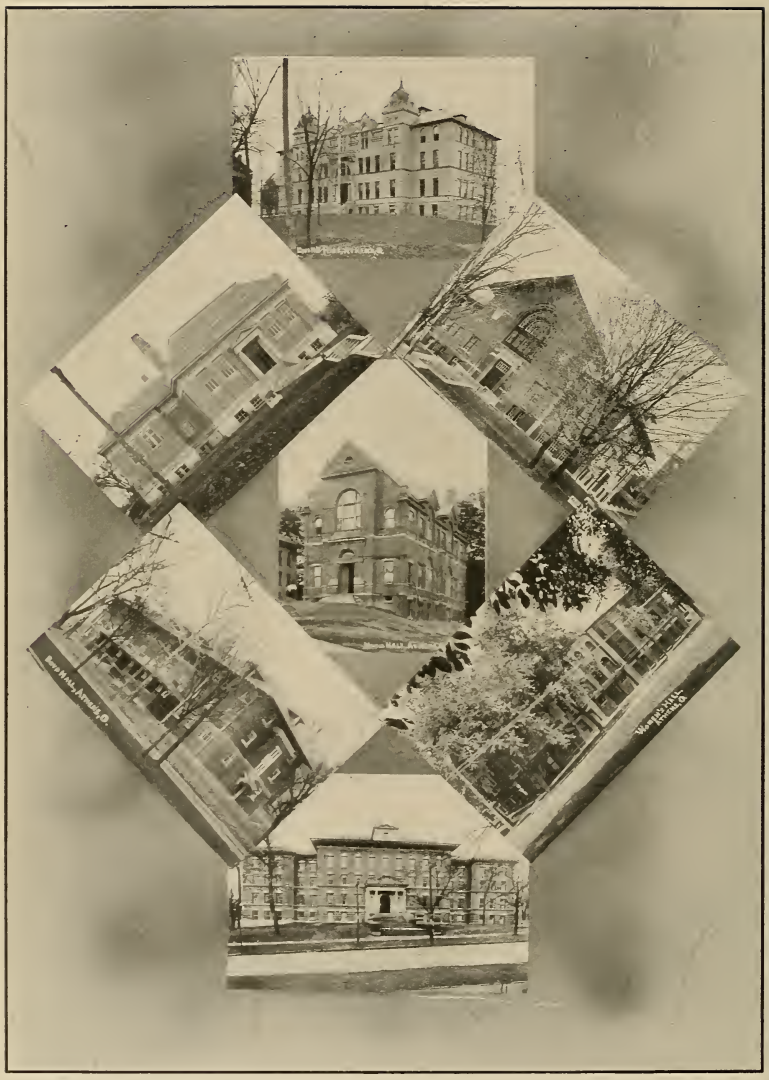
## ANNUAL SERMON

# INSPIRATION FOR CONQUEST

By

**S. P. Long, Author, Lecturer, and Pastor of the First Lutheran Church of Mansfield, Ohio**

*(And when he had opened the seventh seal, there was silence in heaven about the space of half an hour. And I saw the seven angels which stood before God; and to them were given seven trumpets. And another angel came and stood at the altar, having a golden censer; and there was given unto him much incense, that he should offer it with the prayers of all saints upon the golden altar which was before the throne. And the smoke of the incense, which came with the prayers of the saints, ascended up before God out of the angel's hand. And the angel took the censer, and filled it with fire of the altar, and cast it into the earth; and there were voices, and thunderings, and lightnings, and an earthquake. Rev. viii. 1-5.*



Carnegie Library
Boyd Hall

Ewing Hall
Music Hall
Ellis Hall

Gymnasium
Women's Hall

The honor of delivering the Annual Sermon in a state institution to some men is a temptation to try to deliverso mething learned on some philosophical theme, but that temptation has not come to me. I do not pretend to know much, but I have gone down the path of life just far enough to discover that none of us know very much; and, while I have no idea at all what you want, I do know what you need, and I am here without any apology whatever to deliver the message in my soul. As a body of students with a life and a world before you, you need:

**Inspiration For Conquest**

There are some things which we must not forget in this hour: First, the greatest conquest ever undertaken in this world was to bring it back to Christ. There is nothing like it in all history. Without gun, or sword, this world must be conquered for the Master.

Again, to do this will require the greatest manhood and womanhood, and sacrifice, and unselfishness, and heroism, the world has ever seen. I am not speaking now of the Divine Sacrifice, the greatest of all, but of more men and women who will give up all for their All-in-all.

Further, let me not try to deceive you by keeping my main part to the last. I have a message in my heart, and, as stated before, I make no apology for delivering it in a State institution. "The earth is the Lord's and the fulness thereof, the world and they that dwell therein," and He has the eternal right to send His messengers where He pleases to select men for His cause. My message is this: I have come right here to find young men and women who will give their lives to the greatest calling in the world. The President of the United States is the servant of the people, but I am here to find servants of Almighty God. To help a man to find himself, and to show him his life's work, is one of the greatest favors one can render him.

As to the cry for men, let me make a few suggestions:

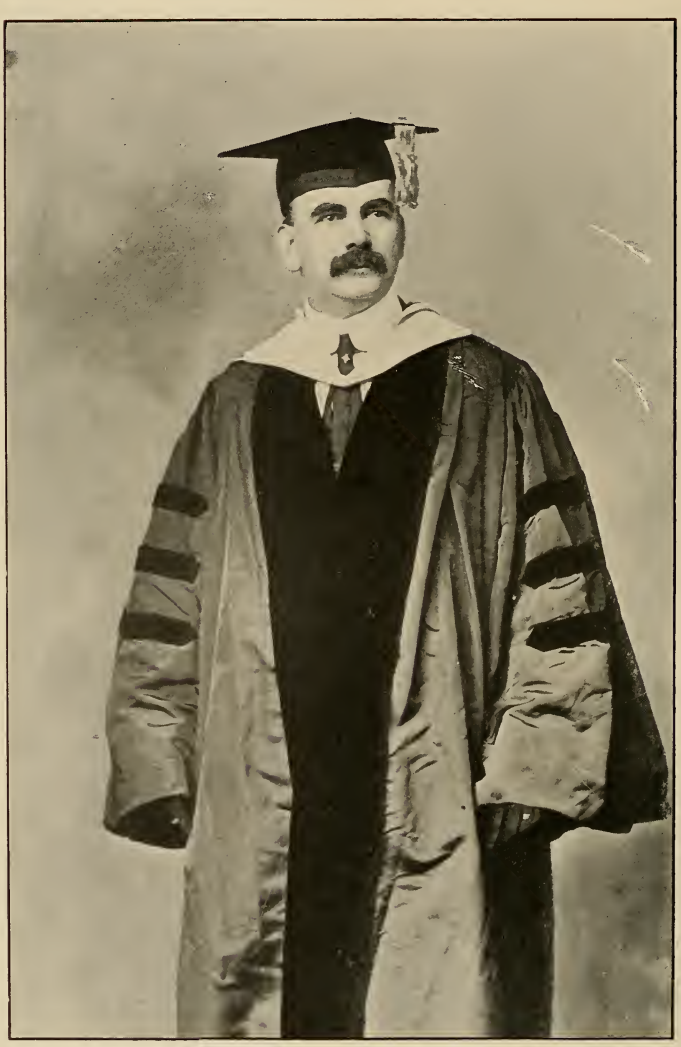
1. The world needs in this great Twentieth century a host of Hannahs who will pray for mighty men of God to be born. It is time that every pulpit should send forth no uncertain sound on this question.

2. Next, the Church should learn a lesson from the commercial world. The money powers are sending men all over this country to select gifted young men who can take responsible places, and are willing to pay them large sums to make larger sums for them There is no University in the world too great to furnish men of brain and heart for the great battles of God.

3. And to do effective work and have power among men, we must never ask another to do what we would not be willing to do ourselves. In my own ministry, I know that God gave me special power ever since I promised Him to go any place, any time, and do any thing for Him, at His plain call. Nothing would please me more right now than to go somewhere where no one else wants to go, and tell the lost of the world's great Savior.

With these thoughts let us plunge into our text and look for the source of inspiration for conquest. We read here of silence in Heaven a half hour. Noise is not eloquence. It is not the thunder that strikes, but the lightning. The mother shakes the rattle to keep her babe from crying, and cheap actors make a noise to keep the sad world amused. There are few people who are honest enough to sit down one half hour in perfect silence and think. To test the power of silence, let me ask you to keep perfectly silent just one minute. The seventh seal is opened, and seven angels stand there with seven trumpets, and the angel of intercession, Jesus Christ, takes the prayers of the saints in His golden censer and lifts them up to the Father and then fills the censer with fire from the altar and hurls it to the earth; "and there were voices and thunderings and lightnings and an earthquake." What does this mean? What else can it mean but this? We cannot pray unless we pray in the name of Jesus and we cannot pray in His name any prayer which He does not sanction; and true prayers in His name, bring the fire of the Holy Ghost down from Heaven and kindle new prayers and inspiration in our hearts that move this world like voices, lightnings, and thunder, and earthquakes. Every great movement in the Church of God has been preceded by seasons of prayer and inspiration from the fires of heaven. Let us now look to that altar on high while I blow seven trumpets and give the seventh trumpet seven blasts.

*The First Trumpet.*—This is a lost world! Do you believe this? Do you believe that the natural man is lost to God and lost till he is saved? When your neighbor without any faith in Jesus Christ dies and his body goes down into the grave, do you believe that he is



HENRY G. WILLIAMS, A. M., PED. D.,
Professor of School Administration, and Dean of the State Normal College

lost—eternally lost? Do you believe the words of Jesus Christ, "He that believeth not shall be damned?" Unless you get the fire from the altar of God into your hearts and believe this truth you can never have the inspiration for conquest. There are so many Christless, ungodly religions in the present day that we must sound this trumpet in the name of God Almighty to waken up this sleeping church and the world.

*The Second Trumpet.*— Jesus came to this lost world! We all know this, but do we stop and warm our hearts long enough at the altar of God to think what Jesus left and found when He came here? As the only heir of heaven do you see Him leave His throne, and the holy angels and all His worlds and glory and come down here to be born in a stable? You have heard this story ever since you were a little child, but did you ever hear it at the altar of God's fire and catch the spark of inspiration that would move you to leave your home and go anywhere to help save this poor, lost world? Dwell on this thought as you should and there will be no place on earth that you would not go for Jesus" sake.

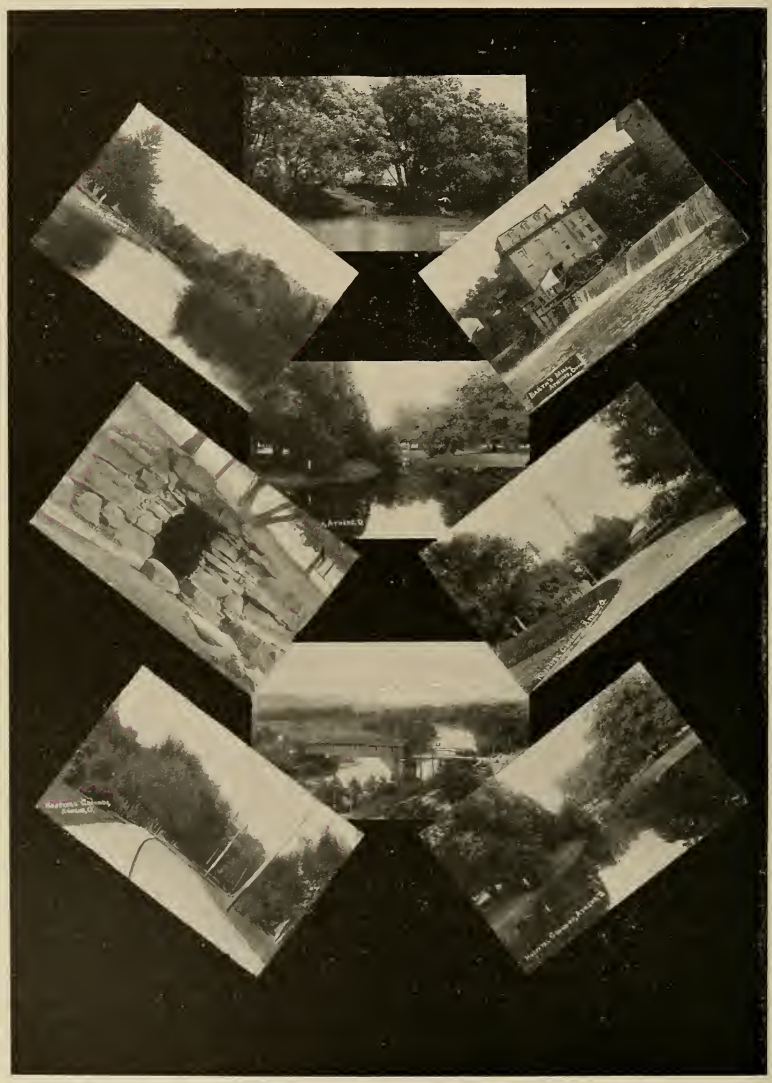
*The Third Trumpet.*—Jesus lived here thirty-three years! A superintendent of public schools in New England went to one of the pastors in his city and said, "Is Phil sick?" The pastor said, "No! Has he not been in school?" "Not for three days," said the superintendent. That evening when Phil came home with his books his father said, "Phil, where have you been the last three days?" "To School," said Phil. "My son," said the father, "you have lived a lie for three days and the next three days you must live in the attic." That night the parents could not eat nor read nor sleep, and after midnight the father took his pillow up into the attic and found Phil awake, and they both fell asleep together mingling their tears. For three days the father stayed up there with his boy and carried his meals and ate and slept with him. To-day that boy is preaching the gospel in China.

The world was living a lie, and Jesus came here and had no pillow on which to lay His head; but He stayed here till His work was done. He might have gone home, like many a missionary, and never returned, but He stayed. Is there no inspiration in this for us? If we kept this in mind and remembered God's staying love, would we desert our fields, or refuse to stay in unpleasant places?

*The Fourth Trumpet.*—Jesus redeemed this lost world! Of course, the saved have all been redeemed; but how about the lost? How about Judas? How about the lost in hell? How about the lowest fallen human being on earth to-day? How about those bloody murderers in Armenia? Have they all been redeemed? Some churches sing, "I want to be redeemed!" Never sing that song. You do not mean it. You certainly do not want Jesus to come and be crucified again. When He died on Calvary, "He gave his life a ransom for all." The fact is that Christ died for all—died for the lost—the lowest of the lost! Oh, what an inspiration for conquest! When this passion gripped Paul he was willing to be damned to save Israel; Livingstone plunged into Africa; Duff ran into the heat of Indias Hudson Taylor penetrated the inner province of China. Let this passion grip you and you will reach down for the lowest of the lost.

*The Fifth Trumpet.*—Much has been said here about Home Missions and Foreign Missions and Church Extension; but let us listen to the sounding of the fifth trumpet as Jesus says, "The field is the world" (Matt. xiii. 38). The last command of Jesus Christ to his church was to preach the gospel to all the nations and his time to return was to be after this command was fully obeyed. I used to read the Acts of the Apostles as if they never committed any blunders. What a mistake. When they appointed five deacons to take care of the widows and orphans and they would give their whole attention to the word they thought division of labor was God's plan, but it was not. God's plan was distribution of labor. See how God upset their plans. Stephen was stoned, and with the whips of persecution Philip, the deacon, was driven to Samaria to preach, and the apostles followed him and took collections for the poor. Division of labor means to shirk responsibility, but distribution means particular work and general responsibility. The apostles were commanded to begin at Jerusalem and then through Samaria start out to the ends of the world; but there they stayed till God Almighty whipped them out (Acts viii. 1). As Christ is nothing to us at all till He is our all-in-all, so we are no missionaries at all till we recognize the world as the field.

*The Sixth Trumpet.*—Jesus wakened up the world in the sixteenth century. Small and great events in history are all in God's hands. The world is not quite certain whether the movable type in printing was discovered by Gutenberg,



"BEAUTIFUL ATHENS"

Faust, Schoeffer, or Coster; but this we know, that the Bible was the first book that was ever printed, and God saw to it that we got the printing press. The Bible needed a press to print it and a Luther to translate and teach and preach it, and a home for the persecuted Christians to come and play the last great drama of the world. And no wonder Christopher Columbus had no rest till he planted the cross on American soil. A man must be blind if he does not see the hand of God in all history, and especially in the age of the Reformation.

*The Seventh Trumpet.*—This world has had four great birth hours:

1. The advent of man.
2. The advent of the Son of man.
3. The Reformation of the sixteenth century.
4. The age of world-wide missions.

We are in this last age now, and this is the last trumpet I wish to sound to-day. Let me give this seventh trumpet seven short blasts:

1. Look at the lost heroes! James Gordon Bennett said to Henry M. Stanley, "Find Livingstone!" It cost over $50,000.00 and two years of searching to find that man in darkest Africa. A book was printed: "Livingstone Lost and Found." The fact is that Livingstone was never lost. The Church was too slow and sleepy for him. Another book should be written: "How Livingstone Lost the Church." Let us get the inspiration from heroes like Livingstone to conquer this world for Jesus.

2. See God locking the doors of the world open. We usually lock a door shut, but you can swing a gate open and throw a chain around the end of a tree and with a padlock lock it open that no one can shut it. That is what God is doing to-day with the nations: He is breaking down all the walls of partition and throwing the gates open and locking them open so no one can shut them, and the cry of Providence is, "enter and take possession, my bride, the Church of the living God!"

3. See what God has done with the lowest! Darwin said one time that the Patagonians and the Aborigines of Australia and the Malagasy of Madagascar and the Fuegians were half monkeys. Then God passed by the half-civilized nations and performed a great miracle—He saved these "half monkeys" and made honest Christian men and women of them, and compelled Darwin to write to Admiral Sulivan before he died. "I could not have believed that all the missionaries of the world could have made the Fuegians honest." Should this act of God not encourage us to enter the field of conquest

4. God has reduced the size of the field. The world by swift communication is growing smaller every day. Yonder engine could travel around this globe on one continuous track in three weeks. It took nearly fifteen hundred years to bring the news of Christ's crucifixion to America. If Christ were crucified now in Jerusalem at 9 A. M., by that same hour in this country it could be read in the daily paper? God said two thousand years ago, "The field is the world." To-day he says, "The world is a little field."

5. There are more lost souls in the world to-day than ever before. With all our millions of Christians it is hard to believe that there are more people on earth now who never heard of Christ than there were the morning he was crucified. This problem is easily solved when we remember that the world is multiplying much faster than the Church is gaining. When the weeds grow it is good corn weather and farmers must work; and when heathen are multiplying the Church of God must work and grow faster.

6. America must be prominent in the work of evangelization and world problem solving. Here 40 race languages are spoken. The Panama canal will change the face of the earth by 5,000 miles. What will we do with the negroes, the Chinese, the Japanese, and the foreigners here? Some are asking. Look into your grandmother's face and see the foreigner. Christ 2,000 years ago said go and teach. We did not, so those needing teaching have come to us. What will we do? This country must have a regenerated church and people.

7. The seventh and last blast: The work is great and our time is short. What ever we do must be done soon! Our work is nearly done! The harvest is ripe and the laborers are few. In the ruins of Pompeii a little crippled child was found with nothing around it but the arm of a woman. Can you read the story? Here it is: The crippled child could not escape the fires of Vesuvius and a woman picked up the little cripple under her arm, but both were overtaken and the fires consumed all of the woman but the saving arm around the child. The saving arm was saved. Christ has saved us. Oh, let us be found saving others! God give us inspiration for conquest. Amen.


1. Lieutenant-Governor Hugh L. Nichols.
2. Attorney-General Timothy S. Hogan.
3. State Auditor A. V. Donahey.
4. John Cowan, Chairman, House Finance Committee.
5. Daniel F. Mooney, Chairman, Ohio Senate Finance Committee.
6. Speaker C. L. Swain, House of Representatives.

1804 **Ohio University** 1913

Athens, Ohio

# Annual Commencement

## Nineteen Hundred and Thirteen

## Program

**Sunday, June fifteenth**

**10:30 A. M.**—Baccalaureate Address, President Alston Ellis, LL. D.
**7:30 P. M.**—Annual Sermon, Rev. S. P. Long, D. D., Pastor First Lutheran Church, Mansfield, Ohio.

**Monday, June sixteenth**

**7:30 to 11:30 A. M.**—Final Examinations Concluded.
**3:00 to 5:00 P. M.**—Exhibits of the Work of the Art Departments.
Third floor Ewing Hall and fourth floor Ellis Hall.
**7:00 P. M.**—Receptions to the Alumni and Visitors by the Literary Societies.
**8:00 P. M.**—Annual Oratorical Contest.

**Tuesday, June seventeenth**

**8:30 A. M.**—Annual Meeting of the Board of Trustees.
**10:00 A. M.**—Closing Chapel Exercises.
**1:30 to 3:00 P. M.**—Entertainment by the School of Oratory.
**3:00 to 6:00 P. M.**—Reception by President and Mrs. Ellis.
**8:00 P. M.**—Annual Concert by the College of Music.

**Wednesday, June eighteenth**

**9:30 A. M.**—Senior Class-Day Exercises.
**2:00 P. M.**—Alumni Baseball Game.
**6:30 P. M.**—Alumni Dinner. Address by Bishop Earl Cranston, Washington, D. C.

**Thursday, June nineteenth**

**8:30 A. M.**—Academic Procession.
**9:00 A. M.**—Graduating Exercises.
**1:30 P. M.**—Adjourned Meeting of the Board of Trustees.

SCENES NEAR OHIO UNIVERSITY IN THE "GOOD OLD WINTER TIME"

## LAST CHAPEL EXERCISES OF THE COLLEGE-YEAR HELD ON THE MORNING OF JUNE 17, 1913

### Talks by Grads of Former Years the Interesting Feature

The chapel exercises at the O. U. Auditorium were more varied and fuller of brisk movement than usual even on such occasions.

Prof. C. L. Martzolff presided and called the numbers as follows:

Prof. C. M. Copeland read the 2nd chapter of Hebrews.

Prof. D. J. Evans offered prayer.

Mr. Don McVay played a violin solo with piano accompaniment by Miss Gladys Van Valey.

Prof. Martzolff, as Alumni Secretary, spoke briefly, saying he wished to keep in touch with every alumnus. He referred to the recently started Alumni Bulletin and said that in 1915 the centennial celebration would take place with appropriate doings.

Miss Alta McLean read, "The White Rose."

Judge E. D. Sayre said he had been outside the walls of the O. U. for 25 years but had kept in touch with it. He wished to express his approval of three things:

1. The work of Prof. Martzolff as Alumni Secretary.

2. The call on the State Universities to go out and help in all possible lines of education. Especially he commended the work of Prof. C. M. Copeland and his great Men's Sunday School class.

3. The different character of the literary productions now from those of twenty-five or more years ago, dealing with modern events and problems rather than ancient themes. He believed in practical scientific investigation. He said that the social and economic problem which involves the cost of living will be solved by a scientific discoverer in the manufacture of chemical food. The problem of war or peace will be solved by a scientist who will discover or invent some fearful explosive which will render war impossible.

Mrs. Biddle's Girls' Chorus sang "Ode to Music." This was loudly applauded and then the girls sang:

"What is all this talk we're hearin'
Bout Dr. Ellis leaving us,
Goodness, gracious, he can't mean it
And if he does we'll make a fuss.

How would we get other buildings
And who to Legislature go,
And make them give us lots of money
To make our Alma Mater grow?

That his equal they can't bring
That his equal they can't bring
Prexy, Prexy, do not leave us
For we never more will sing."

This was received with boisterous plaudits.

Charles R. Rounds, Class of 1913, talked on "Beware," and told of a young man who lacked caution, who kissed his girl on eyes, ears, mouth, and nose. He also told of a girl asking for pussy strings for her violin. He then told the young people to beware of imitation and said that men of large enough caliber must be produced to handle and solve modern problems.

Auditor I. M. Foster said that President Ellis had on Sunday made a standpat address and that he, Foster, stood for the same thing. He then announced that the Trustees had that morning in the absence of President Ellis voted to increase that officer's salary $1,000 a year. It had been the lowest given any president of any institution of the kind in the Northwest Territory.

Frank S. Batterson, Class of 1898, a returned missionary from South America said he rejoiced in the progress of old O. U. and said he had carried the fame of it beyond the Equator.

Dr. Edwin W. Chubb said that over ninety would receive degrees on Thursday and that such institutions as ours are judged by the number of persons receiving degrees.

Prof. Martzolff said two bishops, who are graduates of O. U., will be at the Alumni banquet to-morrow evening—Bishop Moore and Bishop Cranston. Mr. Clarence Matheny, Class of 1913, said he was fortunate in having always lived near the University. He thought more care should be used in the selection of electives and more use should be made of the Library.

Dr. Ellis made the closing talk in which he said that though O. U. is a state institution it is not a Godless one as some visitors at chapel exercises had seemed to think. He said the Faculty were almost without exception religious men and women, mostly workers, and that most of the students were, too. The spiritual side of the student's life was not neglected.

**SUN DIAL,**

**Ohio University Campus**

**Marking the site of the first building at Ohio University, the first College building of the "Old Northwest"**

The Girls' Chorus sang:

O, there is a man in town
Who is gaining quite renown!
Haning is the man whom we refer to:
For O. U. he's done a lot
And he's always on the spot
Harl is the busiest man in Athens.

Did you notice how this spring
He did sow he said to make the grass grow,
He did sow he said to make the grass grow.
Why he threw stuff all around
Trying to fertilize the ground;
Haning would make a splendid farmer.

## SENIORS OF O. U. PRESENT TWO STATUES TO ALMA MATER

The ceremonies connected with the unveiling two statues and their presentation to the University by the graduating Class of 1913 of the Ohio University, took place in the Carnegie library building, where the statues occupy niches in the rotunda, on the afternoon of June 16th.

The presentation speech was made by Harold Hastings Shively as follows:

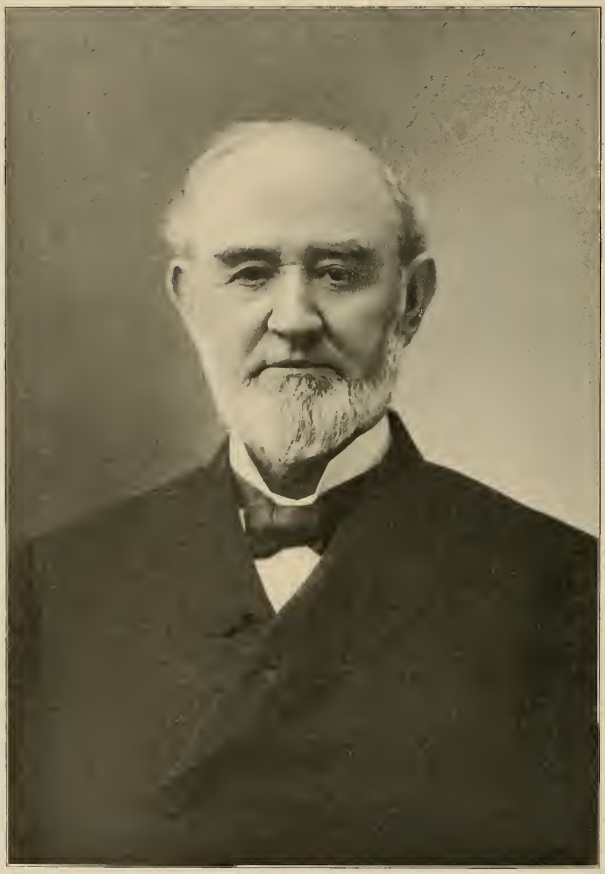
Three years ago there was inaugurated at Ohio University a custom which promises to become a tradition. The honor of the conception of this custom belongs to the Class of 1911. When they at commencement time in the year '11 dedicated to O. U. the drinking fountain between Music Hall and Central Building, we as sophomores felt that we had a share in it, we felt that they were leaving it for our enjoyment and use. During the year that followed we were sure that the Class of '11 had chosen their memorial wisely and well. Likewise did we stand and listen to the ceremony of the Class of 1912 when they presented their magnificent archway henceforth to grace and adorn our campus.

To-day we are engaged in a like ceremony. We are assembled to dedicate our memorial to the institution which has fostered and guided us through so many years, which has helped us to solve the problems of school life the forerunner of the more perplexing ones of later years, has aided and inspired our feeble efforts and given us a vision of the higher life. Most of us have been here at least four years, have undergone the evolution from the frivolous Freshman to the more serious Senior, have in our daily contact with the Faculty and student body worn off the sharp edges and angles so prominent in the average Freshman. We have developed our capacity for knowledge, but at the same time we realize that a long training in actual life is yet necessary for a complete education. As we look back upon our figures hesitatingly coming up the brick walk toward Ewing Hall, lonely and unaccustomed to the surroundings, or standing with a far-away gaze as if trying to catch a glimpse of the golden future beyond, we realize the transition—what a step from the former loneliness and dissatisfaction to the present glorious day. The past fades, the struggle and toil are forgotten, and only the joyful and pleasing experiences remain eclipsing by their brilliancy all former discouragements and disappointments.

It has been the custom of the most civilized nations to erect bronze and marble statues in commemoration of their great men. There is a fond desire in the hearts of the living to prolong the memory by perpetuating the form and lineaments of those who have been distinguished in the service of God and man. An analogy is presented in the Class of 1913. We, as a class are desirous of giving some durable expression of sincere gratitude to Ohio University; desirous also of transmitting to the coming classes a memoral that shall fitly represent to them the courage of manhood, and sincerity of purpose, loftiness of aim, and the dignity of personal bearing with which we have striven to move among our fellow-students.

The committee charged with executing the wishes of the Class has now finished the grateful task and with the consent of the proper authorities has placed these statues here, one of Urania and the other of Demosthenes—here in the niches of the ample Library rotunda where they shall stand as a silent inspiration and encouragement to those who halt here in their pursuit of knowledge and power. The stranger approaching shall linger to gaze on these noble forms and pause to meditate on the spirit which inspired their giving. Urania and Demosthenes, fortunate combination! One a member of that body of ancient mythological muses who inspired and encouraged men to their most sublime efforts—who breathed into the utterances of their later protege. Demosthenes possessed the stately strength and the mighty eloquence which made his fame and filled the world with it for over twenty centuries. While contemplating the wonderful force and beauty of expression the sculptor has stamped on their features, we recall their virtues and triumphs.

It is our wish that these memorials shall make us think of their virtues and triumphs. To you who are now gathered here, and to those who shall follow after us—we wish these statues to typify something. In our present realistic age a mythological character, though there is charm and beauty in it, would scarcely furnish us with an object lesson—but what a wealth of example, what a richness of inspiration in the story of Demosthenes's struggle against his natural defects in voice and manner of speaking! It is said that when he first addressed the people he met with bitter discouragements, was derided for his uncouth style. Besides, he had a weakness in his voice, a perplexed and indistinct utterance and a shortness of breath which by breaking and disjointing his sentences much obscured the sense and meaning of what he spoke. By continued perseverance he overcame these defects; rendered his inarticulate and stammering pronunciation more distinct by speaking with pebbles in his mouth; disciplined his voice by declaiming or reciting speeches or verses when he was running up steep places. In his house he had a large looking glass before which he would stand and go through exercises. He had a place to study underground where he would go every day to practice and exercise his voice. Here he would continue often for two or three months together, shaving one side of his head that for shame he might not go out in company, though he desired ever so much to do so. Thus, I say, we wish these statues by their silent inspiration to raise our ideals higher and to cause us to emulate in our lives and actions the deeds and conduct of those they represent. During the daylight hours of toil and accomplishment, may the light so shine on them as to bring out each line of strength that every Ohio University man or woman, boy or girl, may



BISHOP EARL CRANSTON

be imbued with the same virtue and spirit which dominated the earlier muse and the later orator, beneficently to consecrate their powers to the enlightenment and advancement of mankind.

The duty has been assigned to me of transferring these statues to the charge and care of the University. So, as the organ of the executive committee and the subscribers to these statues, I now formally deliver them to the authorities of the University. They are no longer in private possesion; they have become a public trust. We of the Class of 1913, hope during the advancing years to come back to the scenes of some of our earliest and strongest efforts and again renew in our hearts the spirit of class and college loyalty. May these statues ever stand to keep alive in our hearts the principles engendered here as well as to perpetuate our reverence for our glorious and beloved Alma Mater.

The statues were formally accepted on behalf of the University by President Alston Ellis, who in his remarks spoke of the rareness of gifts to the institution; of the Emerson fund of $1,000 which lay long in a bank producing no income but which is now, as a part of the irreducible debt of the state, bringing in $60 a year for literary prizes; of the Library building costing $55,000, largely the gift of Andrew Carnegie, and the offer of more for its enlargement by the same donor; of the $100 each year given by Mr. James D. Brown for prizes to literary contestants; and of a student loan fund of $3,000 now raised. He said that of the 81 students in this year's Graduating Class not one had ever been before him for discipline during the whole four years of their course.

## ANNUAL INTER-SOCIETY ORATORICAL CONTEST STAGED LAST EVENING

The annual inter-society oratorical contest was held last night in Ewing Hall Auditorium. Admission was charged and the attendance was confined apparently to members of the literary societies and those who took a special interest in the contestants.

The contest was the last of the three between the Athenian, Philomathean, and Adelphian Literary Societies which have been held during the college-year 1912-1913. One thing which added interest in the contest was that winners shared in the $100 given by Mr. James D. Brown. Another was the determination of the result of the contests of the year and also of three successive years. The result for the year in points is Athenians 15, Adelphians 9, Philomatheans 6. The Athenians have won for three years in succession taking the silver trophy for the third time and this time for keeps.

The prize winners were: First prize $50 to O. S. Lutes, Adelphian, with an oration entitled "World's Peace." The second prize $30 was won by Wm. C. Hunnicut, Philomathean, a colored man of much ability. The title of his oration was "Influence of the American Press." The third prize of $20 was taken by Benjamin Miller, Philomathean, with an oration on "Mob Law." The fact that they were prize winners is abundant commendation for them and something should be said for those who tried and failed. The first was W. K. Lim, a Chinaman of ability, of the Adelphians. His subject was "Recognition of the Chinese Republic." It was an able plea for his country. He showed familiarity with his subject and good ability in the use of pure and forcible English, but he was handicapped by the fact that the language he used was not his mother tongue. He made a praiseworthy effort and his oration would take better in print than on the platform.

"Shadows." by Carrol Stewart, an Athenian, was a fine production, full of beautiful thought and imagery. It showed imaginative and artistic power of conception and construction. It was an expression apparently of experience and was touching to people of the finer sensibilities. The man deserves sympathy and encouragement. His delivery was evidently affected by his physical condition.

Frank Dye, another Athenian, was the last on the program with an oration on "Universal Peace." It was a creditable production, but the topic was practically the same as that which won first place by O. S. Lutes. Mr. Dye did well. He can and will do better.

## NOTABLE ART WORK EXHIBITED

### Studios at University Drew Large Crowds Monday Afternoon

The art exhibits at Ellis and Ewing hall studios drew a large and admiring crowd of people Monday afternoon, as is usual on such occasions.

The work of the children in the Training School and the students of the Normal College and the University was all good. The work of


INTERIOR VIEWS, WOMEN'S HALL

the children in drawing, coloring, and raffia, and also in cut-outs and other forms of simple handiwork, which at once almost transforms work into play and early develops the artistic faculties to be found in every normal child, was varied and pretty, reflecting credit on children and instructors alike.

The exhibit of the Normal students embraced excellent specimens of drawing and color work and their practical adaptation to artistic handicrafts. Some of this work was recently exhibited at Des Moines, Iowa. It will be shown elsewhere. Miss Mary J. Brislon is at the head of this department of drawing and handwork and Miss Key Elizabeth Wenrick is instructor in public-school drawing.

The exhibit of the most advanced artistic work which was shown on the top floor of Ewing Hall was a delight to those whose artistic sense of form and color was most highly developed and spoke volumes of praise for Miss Marie Louise Stahl as instructor in drawing and painting in that department of college work and also for the students whose drawings in crayon, pastel and water color, and oil paintings were a source of admiring delight to every visitor. Here were drawings from models and from life, which attracted much attention and commendatory remarks. The well known old Englishman, Herbert Byard, seemed to be a favorite among the artists as he had posed to several and there were many pictures of the quaint old character.

Miss Ida M. Chubb had several pictures of local people, done in pastel, that were very good. There were also specimens of excellent china painting.

## SENIOR CLASS-DAY

Class exercises were held Wednesday morning on the campus in front of the Central building. A platform was set on the ground immediately in front. Nearly surrounding it stood members of the graduating class. A piano was placed on the brick paved walk and the big crowd of listeners were on the campus proper under the shade of the old trees. Eugene Voigt, President of the Class, delivered the salutatory address.

The class poem was read by its author, Miss Flo Hutchins. Miss Virginia May Crisenberry read the class prophecy. It was of the kind usual on such occasions. Mostyn L. Jones sang a solo.

Dr. Elson, the Class Professor, made a short, crisp, and sparkling address. He said he had been moralizing to the class for four years and would not attempt anything of that sort now. He thanked the class for the honor it had conferred upon him and said that though graduation day is a day of rejoicing there is also something pathetic about it. Some of those who have been so long together are then together for the last time on earth. They are stopped in the middle of their career. They have entered on the search for knowledge and found it fathomless. Their horizon has been broadened and their vision extended. We never get to the bottom of anything in education. Where we have been has inspired both hope and regret. Our vision is limited, we long for what is beyond, but never get there. We are continually finding that something more is needed. The foundation for future building is laid. Some think that four years in college is wasted from what should be years of actual productive or business life. In the business world the high-school graduate may for a year or two equal or excel the college graduate, but the superiority will then become evident, the college man will forge ahead and keep there through life. You have learned many things you will forget, but the effect on you in learning them will remain in intellectual power and character. Some subjects you have but peeped into, as various ones in connection with general history. None of them has been gone into thoroughly, but what you have got will serve as a foundation.

You are going in various directions, some to further studies, others will immediately enter on their life work. Some will return here at commencement time. But these will be fewer, and with many this place will be but a memory.

Some do not find their work till after middle age. Dr. Agnew the eminent surgeon of Philadelphia did not begin the study of medicine till after he was 40. Go in with all your might to win. Your occupations will be various. Some may accumulate wealth, others may achieve fame. Others will occupy inconspicuous positions. Do what your hands find to do with conscientious devotion. Think nothing inconsequential. Service to others is of most consequence. Preserve your self respect, be true to your ideals. Some may die early. Others may go to foreign lands. My prayer for all is that you may have faith in God, each other, your fellowmen, and yourselves. Success will de-

pend on motive. 'Tis God gives the increase.

Harold H. Shively sang a solo.

The valedictory by Ira McDaniel was a fine oration.

The keys were surrendered by R. L. Morton in a highly humorous style in which reference was made to the changes in the faculty, the college, police, the grass, the proposed hospital, and the diminutive play-ground for next year.

Sam Renshaw took the keys for the juniors with appropriate words.

The singing of the class song composed by Misses Jennie Dowd and Flo Hutchins ended the function.

SENIOR CLASS 1913

Let joyful note in triumph float,
As old Ohio's fame we sing once more,
Let every heart be thrilled again,
With memories of the days of yore.
With loyal hearts we bring our praise
For those who lighted learning's ways,
May hopes inspired, with time increase
And ne'er grow dim.


CONTRIBUTORS TO OHIO UNIVERSITY'S FAME AND PRESTIGE

BOYD HALL

UNIVERSITY

Other classes have praised the Green and
White,
And cheered it with fervid elation,
But the Class of '13 now raise it high,
As we pour before it all our adoration.

FULL CHORUS

Then hail and farewell Alma Mater!
As soon from thy halls we dissever,
May we, loyal sons, faithful daughters,
Be defenders of the right:
Let each in his life work remember,
As he puts forth a mighty endeavor,
The lessons instilled at O. U.
That by their might,
And by their right,
It stand forever.

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## COLLEGE OF MUSIC CONCERT

### Tuesday evening, June 17, 1913

One of the most enjoyable features of commencement week each year is the concert given by the College of Music. The music-loving people of the city are invariably present on these occasions, as they are always certain to hear music of a high grade, adequately rendered. The concert given last night was no exception to the rule. It proved rather lengthy and the heat was oppressive, due to which circumstances the audience was somewhat restless. The program was of a very high order, and its rendition reflected much credit on the department under the auspices of which it was given.

The first number, "Blow, Blow, Thou Winter Wind" and "O Fair, O Sweet and Holy" sung by Mr. Stanley Hastings, was creditable and drew merited applause from the audience.

Mr. Mac Slator Bethel, who is well known as a gifted pianist, played a selection from Liszt which delighted his hearers, and fully sustained his reputation as a talented musician.

Miss Nellie Copeland sang DeKoven's "Roses," and D'Hardelot's "Because," with the rich voice and pleasing manner which have made her one of the most popular vocalists of the city.

Miss Louise Higgins next played four short piano selections by Schumann and MacDowell with her accustomed skill and grace, and in a manner which bespoke her thorough mastery of the pianoforte.

Mrs. Ellen Roberts Biddle sang "Obstination" and "I Am Thy Harp," selections which afforded full opportunities for displaying the magnificent qualities of voice for which the popular leader of the Girls' Chorus is noted.

The high point of the entire program was perhaps reached in the Song Cycle sung by Miss Mable Leifheit and Mr. Mostyn L. Jones. The excellent qualities and splendid training of these two voices never appeared to better advantage than in this charming selection from Schaeffel's "Trumpeter of Sakingen."

Mr. Will Buchanan, whose voice is one of the best in the institution, sang with fine effect, a selection from Leoncavalla, which was greatly appreciated by the audience.

Miss Genevieve Thurlow next played two pleasing selections on the violin, after which Miss Estella Moss sang two songs which captivated her hearers. Her voice is of fine quality and great range.

Miss Mary Warrener sang "The Enchantress," a song in which her extraordinary contralto voice showed to the best possible advantage.

The closing number was by Miss Gladys Van Valey, who in her inimitable manner rendered Scharwenka's great Concerto in B minor. Miss Van Valey's accomplishments as a pianist are too well known to call for any comment.

All in all, the entertainment was of a very high order, probably being unsurpassed by any heretofore given by the College.

### President's Reception

The President's reception Wednesday afternoon at the home of Dr. Alston Ellis on South Congress street was attended by about 500 invited guests. These included members of the faculty, alumni, the graduating class, and others. The function lasted from 3 to 6 o'clock. A select band on the lawn discoursed sweet music as the brilliant assemblage was coming and going. The President and Mrs. Ellis received the guests and light refreshments were served by a number of young ladies.

REV. S. P. LONG, D. D.,
Pastor First Lutheran Church, Mansfield, Ohio

## FINAL EXERCISES OF WEEK HELD IN EWING HALL

### Annual Alumni Banquet Was a Brilliant Affair

And last of all came the distribution of diplomas, the conferring of degrees, and the departure of students and friends from Ewing Hall. Thus ended the O. U. Commencement events for 1913 and the final event passed into history this morning. Everything went off according to the program printed yesterday in The Mes senger.

Miss Gladys Van Valey played "The Dance of the Dryads."

Rev. F. M. Swinehart offered prayer.

Lewis H. Miller delivered his oration "The Man and The State" in fine style. The topic was timely as it referred to a question which is world-wide and is agitating people's minds everywhere. He described socialism and individualism, the theories held by their advocates and said neither is a perfect or feasible system for society and that the problem is where to draw the line between the two. He declared the only proper function of government to be the protection of all and to do for the individual what is necessary and which he cannot do for himself. There should be the least interference possible with individuals and only justice is needed to settle all economic questions.

The oration of Carrie Ricketts on "The Responsibility of the School in Moral Education" was a fine production, well delivered. Miss Ricketts is the grand-daughter of a Methodist preacher and she does honor to her ancestry. She spoke of ancient and modern ideas of education, said the material had been exalted to the detriment of the moral and spiritual and that the higher and nobler aim must be to teach morality and virtue; to encourage the feeling of duty to society. We must be followers of the Son of Man who came not to be ministered unto but to minister. She spoke of several lines of instruction and their primary object; of the need for medical inspection of the schools and training in morals. She declared public sentiment demands better school laws.

Mrs. D. H. Biddle sang a solo in two parts *a* and *b*.

Harry De La Rue's oration was on "Useful or Useless." He would divide all people into the two classes of his title and said one must be eliminated and the other preserved. One who is not a social benefit has no right to existence. He worked his idea out well.

Clarence A. Matheny spoke on "The Operation of the Unseen." The oration was a vindication of the belief that Providence and not chance rules in the universe. He declared that guided by an unseen hand man will reach the apex of civilization and that God is bringing in the social millenium.

Misses Leifheit and Stewart and Messrs Jones and Schaeffler sang "Come Fill the Cup."

President Ellis then came forward to discharge the last duty to the graduates. Before doing so he spoke of the three great state institutions of learning, O. U. the oldest, Miami next, and then O. S. U., the youngest, and declared each had recently come into its own in legislation and appropriations. He gave his ideas of the relations that should exist between them, saying there should be no duplication of work. They should stand shoulder to shoulder and work in harmony so there might be no unnecessary duplication of work. O. U. is authorized by its charter to teach anything, but it is neither possible nor advisable to do some things.

Its College of Liberal Arts should be strengthened and made the back-bone of the institution. It should equal similar colleges of the East. The Normal College was the first of the kind controlled by the state to train teachers. There must be no backward steps there. No other college in the state has any right to limit us here. We have the only State College of Music and it should be strengthened. Ours too is a State Commercial College. We too have a College of Oratory. All should be well supported and made as efficient as possible.

He gave some good wholesome advice to the students and then distributed the diplomas.

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About 300 persons of high degree, low degree, and no degree were in attendance at the annual dinner of the Ohio University Alumni Association yesterday evening and the eats and speaks proceeded according to the menu and program with the only exception that Hon. J. P. Wood was not there and his toast "Town and Gown" —"Good people when they die go to Athens," was minus which was regrettable. The Girls' Chorus sang very acceptably though not down on the program for the entertainment it afforded.

The program as carried out gave immense satisfaction and everybody seemed beaming with delight. All the speakers except the last

East Wing CENTRAL BUILDING West Wing

seemed bent on making the listener, laugh and they surely did. There were women a plenty, wit scarce controlled, and wine not a drop. The two bishops, Moore and Cranston, seemed especially full—of good humored wit and talked as if it were imposible to be too funny, tickle risibilities too much, or cause laughter too often or too long at a time.

Rev. Frank G. Batterson, '98 of Bahia Blanca, Argentina, S. A., offered the invocation.

Prof. C. M. Copeland of the nominating committee gave the names of officers of the Association for the ensuing year. The report was adopted and officers were elected as follows:

President, John T. Duff, of Newcomerstown.

Vice-President, S. K. Mardis, of Columbus.

Secretary, C. L. Martzolff.

Treasurer, F. D. Forsythe.

Executive Committee. George C. Parks, Nellie Pickering, Dollie Hooper Bean, and E. E. Baker.

Prof. Martzolff read some very interesting letters from members of the alumni unable to be present. He expressed much gratification in regard to association affairs and then turned the meeting over to Bishop Moore as toastmaster with many nicely turned and complimentary remarks, saying it was conferring no honor to a very much deservingly honored man; rather it was honor conferred on the assemblage to have Bishop Moore to preside.

In his turn the Bishop flung verbal bouquets at the feet and into the arms of Martzolff, Dr. Ellis, and the audience. It was a flowery talk indeed. With such colors, such forms, it came near being a pyrotechnic display of sizzling, corruscating color with snaps and cracks without number. He compared the O. U. of 50 years ago with that of to-day in buildings, faculty, students, and equipment, till he made people feel that things around the old campus are better now than in the good old days fifty years ago. He then introduced Bishop Cranston, who made the address of the evening, as born in the hills of Hocking county, educated in O. U. when it was young, a successful man of affairs, one-time manager of the Methodist Book Concern, and now the senior effective Bishop of the M. E. church.

Bishop Cranston opened by saying his speech had been prepared so as to be just long enough for the occasion, but that it might be so expanded by heat that he was almost afraid to touch the thing for fear it might go off. From then on for awhile witticism followed witticism so fast that laugh after laugh filled the banqueting room. Humorously he told of his ancestors and their entry into Ohio, his own cradling in a sycamore log. He glorified imagination which promotes real estate dealings and builds other than air castles. He too spoke of college days at O. U. when he was a student, ofc ollege sweethearts and meetings in the covered bridge where illegal toll was collected.

In those days there was no lunatic asylum across the water. They did not need one then.

Then the Bishop spoke seriously of ideals and their powers over persons, and asked do you change your ideals or do they change you? The true idealist is not a dreamer of dreams, he is a seer of visions. The baby only reaches for what it sees. It is the young who see visions, the old dream dreams and we are young or old accordingly. He told how in true civilization the brotherhood of man is recognized and said it is not spread by war or commercialism. He spoke of the work of missionaries in spreading true civilization in China and elsewhere and urged the young people not to lose sight of the spiritual in the struggle for material things.

Daniel W. Cornell, '63, of Guysville, spoke of "After 50 years." "The heart has no wrinkles." His remarks were mostly reminiscent. He said though he had not attended these meetings often he would do better in the future.

Evan J. Jones, '73, responded to "After 40 years." He said that he was the only one of that class present. He named several members and spoke enthusiastically of its being the one that furnished the first woman graduate, Margaret Boyd, of whom he spoke in the highest terms.

Judge David E. Pugh had for his topic "O. U. Retrospects." He spoke of coming to O. U. 48 years ago, the Civil War hindering his coming four years sooner. He told of the time when the college boys did their own cooking, bed making, and washing; of the food they ate and the pranks they played, even going so far as to smoke out the faculty, with rags, carbon, oil, and red pepper. He spoke highly of the scholarship and character of the faculty then and said that even in that early day Athens was noted for morality and religion. He declared that it is the kind of men who have been professors and students in O. U. that make a nation great.

BISHOP DAVID H. MOORE

Samuel K. Mardis, '93, Columbus, O., spoke of "The Revolution of 1913." He spoke of 20 years ago at O. U. and now and referred to modern progress in general. He deplored the indifference of the voters when matters of supreme importance are before them for consideration and settlement. He said only 7 per cent. of the voters voted on the new constitution last summer. He spoke of the ignorance and inefficiency of men on the recently formed commissions and predicted bad consequences therefrom and also from the influence of demagogues on the poor people in towns.

Lewis H. Miller '13, Millwood, W. Va., was the last speaker. He spoke of the Class of 1913 in great swelling terms, of what it would do in the future, and made one think of Solomon's: "Let not him that girdeth on his harness boast himself as he that putteth it off."

The following song by the Girls' Glee Club elicited rapturous applause:

At a college in Ohio
In the years of '90
Clement Martzolff got his B. Ped.
It was then he got in here.

Ever since he's been a telling
In the country all around
How many bright and learned professors
At the O. U. are surely found.

He will tell you of the buildings
And of some he's dreamed about
Clement Martzolff's always smiling—
And was never known to pout.

I. M. Foster is a lawyer
And a good one so they say
With the class of '95
Was his graduating day.

In politics he often figures
And for Taft he used to be;
Now he is a strong Bull Mooser
And for Teddy voted he.

C. M. Copeland, a professor,
Is a favorite in our school.
We are sure you all know his hobby
It is teaching Sunday School.

Bishops Moore and Cranston
Class of '60 and '61
Have done more to boost Ohio
Than the rest of us have done.

From Newcomerstown, Ohio.
Comes a man called Johnny Duff
At telling jokes he is a dandy
And he writes newspaper stuff.

Judge Pugh up in Columbus
Who is fair and square they say
Although he is a lawyer
To O. U. he'll tribute pay.

—Athens Daily Messenger.

## SUMMER SCHOOL LECTURES

Within the six weeks the Summer School of 1913 was in session—June 23rd to August 1st—a number of free lectures were given by prominent persons from abroad and by members of the University Faculty. No attempt was made to take down these lectures in such form as to present them with any degree of fulness in these columns. However, a representative of the *Athens Daily Messenger* attended most of these public exercises and gave fair report to his paper of what was said in each instance. It is from his reports to the *Messenger* that the following abstracts of the lectures delivered are taken:

## PRESIDENT ELLIS ON TREATIES

### First of Faculty Lectures Before Summer School Last Evening

President Alston Ellis, in Music Hall, delivered the first of the series of faculty lectures to be delivered on Tuesday and Thursday of each week during the six weeks of the Summer School which is now in session.

As per announcement that all the lectures would occupy an hour, and the song recitals each evening, the lecture began at 7 and closed at 8 o'clock.

1. *How made?* "He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur." Art. 2, Sec. 2, Clause 2, Constitution.

2. *Judicial power related to:* "The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made under their authority," etc. Art. 3, Sec. 2, Clause 1, Constitution.

3. *Force of:* "This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land." etc. Art. 6, Clause 2, Constitution.

Hon. George S. Boutwell, Secretary of the Treasury, 1869-1873, and U. S. Senator from Mass, 1873-1877, in his "The Constituion of the United States at the End of the First Century," has the following under the head of "*Treaties:*"

WOMEN'S HALL

1. "Where the provisions of a treaty secure specific rights to individuals, those rights can be enforced by the courts without the aid of the legislative branch of the government."

2. "When a treaty contains a declaration that immunities and privileges shall be secured to aliens, the means of securing such privileges and immunities must be provided by the legislative branch of the government, or otherwise the courts are powerless to act in the premises."

3. "That the power of the legislative department to exclude aliens, for example, from the United States is an incident of sovereignty which can not be surrendered by the treaty-making power."

4. "That the legislative Department of the government may annul a treaty by a legislative act."

Again:

1. "Congress has power to abrogate a treaty. The treaty-making power is vested in the President and the Senate, with the consent of the other contracting party it is competent for the President and Senate to annul an existing treaty; but the power to abrogate a treaty is vested in Congress alone."

2. "Congress has power to exclude aliens from the territory of the United States, and the exercise of that power may be vested in executive officers. Aliens, not residents, are not 'persons' in the language of the Constitution, and therefore the phrase 'due process of law' is not applicable to them."

3. "It is an accepted maxim of international law that every sovereign nation has the power, as inherent in sovereignty, and essential to self-preservation, to forbid the entrance of foreigners within its domains, or to admit them only in such cases and under such conditions as it may see fit to prescribe."

Treaties are supreme law and their terms must in all honor be lived up to as long as they exist. In all matters between people of different nations the courts accept without question the provisions of the treaty made by them and base their judgments accordingly. Treaties impose obligations and confer privileges on the people by whom they are made. They grant rights which the courts regard as paramount and in dealing with foreigners they must be treated in accordance with treaties rather than the law by which the native or naturalized citizens are governed. In treaty making, however, it is not expected that one country will confer rights and privileges on the people of another country which are not granted to those of its own. Any nation has a right to say on what terms the people of another nation may come into the country, travel, do business, or hold property. No nation is under obligation to allow foreigners to do that which may be regarded as detrimental to that nation in any way. So if it is found that the provisions of a treaty work injuriously to either party to it, the treaty should be abrogated, but as long as it exists its provisions should be complied with.

The power to make treaties does not confer the power to over-ride the sovereignty of the treaty-making state. With us the treaty-making power lies, by the Constitution of the United States, in the President and Senate of the United States. Practically treaties are made through our Secretary of State and the foreign representative. When the treaty is agreed on by these, the President, approving the same, sends it into the Senate and if it receives the approving vote of two-thirds of the members present, it is by that act ratified and becomes the law as long as it is in operation. But if the carrying out of the provisions of a treaty involves expense which is met by taxation, as all laws or measures involving expenditure of money must originate in the House of Representatives, the treaty really is not operative until such action in support of the treaty is taken by the lower branch of Congress. So the legislative branch can nullify a treaty by refusing the grant of money necessary to carry out its provisions. The abrogation of a treaty is an act of legislation only.

No nation has a right to dictate the internal policy of another. The manner in which aliens may enter into, or remain in, a country is a matter clearly within the sovereign rights of that country. Such rights as can not be surrendered by any treaty provision. For this reason we had no valid grounds upon which to justify our abrogating our treaty with Russia because that country refused to give Jews certain privileges within it. Our wide-spread sympathy with the Jews in the matter referred to does not give us right to dictate a treaty provision which, in the estimation of the Russian government, interferes with the control of its own internal affairs.

"An important question," says Hon. John W. Foster, is, "How far does the treaty-making power bind the Government to stipulations which can only be carried into effect through

**HON. GEORGE B. M. MORRIS,**
**Who received the honorary degree of**
**M. S. in Education.**

the action of the legislative branch of the Government not consulted as to the treaty?" When the Jay treaty was acted upon favorably by the Senate it contained provisions which could only be carried out by appropriations of money. Washington held that the assent of the House was not neccessary. Chancellor Kent, referring to the question, says: "If a treaty be the law of the land, it is as much obligatory upon Congress as upon any other branch of the government or upon the people at large, so long as it continues in force and unrepealed." The debate in the House on the appropriation for making the Jay treaty effective was vigorous and far from being one-sided. Fisher Ames spoke for, and Albert Gallatin against, the needed appropriation. Washington's popularity and Ames's eloquence carried the appropriation measure by the close vote of 51 to 48. The same question came up before the French Chamber

**CHARLES M. COPELAND, B. PED.,**
**Principal of the School of Commerce**

in 1834, and that body refused to vote an appropriation of $5,000,000, agreed upon by treaty, as indemnity to American vessel owners for losses during the Napoleonic wars. Diplomatic relations between France and the United States were broken off but afterwards resumed, and France paid the indemnity named in the treaty.

It is generally the policy of a President when negotiating a treaty to consult the leading men of both parties in regard to it so that opposition may not be partisan.

After talking in this general way about treaties Dr. Ellis took up specific treaties which have affected the welfare of this country beginning with the treaty of Ryswick in 1697 and passing on and including those of 1748, 1763, 1783, 1803, and others. In doing this he related much biographical matter and historical incident and spoke of the territorial acquisitions made as a result.

He said the treaty history of the United States is not a highly creditable one and that while England has a world-wide reputation for punctilious regard for treaties she has made, and is strict in her observance of their provisions, we are too much inclined the other way if we think they work to our disadvantage in any way. He deplored the successive failures on our part to enter into arbitration treaties with England and France and hoped that the enlightened method of settling international questions by arbitration

would soon be adopted. He referred briefly to the treaties between this country and England as affecting the Panama Canal and our treaty with Japan and the controversy as to the treaty rights of aliens in California.

**DAVID J. EVANS, A. M.,**
**Professor of Latin**

## PRESIDENT ELLIS GAVE SPLENDID TALK TO STUDENTS

As an introduction to the series of special lectures to be given daily in Ellis Hall at 3:10 o'clock on Agriculture and Domestic Science during the Summer School, Dr. Ellis talked in a most interesting way for about an hour yesterday afternoon. A member of the Grange for many years who has heard many of its best speakers said the President's address included some of the best Grange talk he had ever listened to, and that Dr. Ellis is a 7th degree Patron of Husbandry who knows what he is talking about.

Dr. Wm. F. Copeland, as head of the Agricultural Department introduced Dr. Ellis to the students who filled the hall, and the President lost no time getting to his subject.

He referred to the widespread movement for the betterment of rural life and the large proportion of men in public life and leaders in business who were reared on farms. He said 110 years ago when the population of the United States was 5,000,000, only 3 1-4 per cent. of the population were in towns and there were only five cities having a population of 10,000 or more, New York, Boston, Philadelphia, Baltimore and Charleston. In 1900, 34 per cent. of the people were dwellers in towns and cities while in 1910 there were nearly 50 per cent. there.

The growth of city population and the great disproportion between town and country population are fraught with danger to the Republic as is evidenced by the violence and lawlessness prevalent in the cities especially in connection with the struggle between labor and capital. There is danger in building up towns and cities at the expense of the country. Legislation has been all in favor of the cities till very recently. The tariff has been made especially to benefit manufacturing industries and but little has been done for country dwellers. Pride is taken in our cities in their size and population and these are regarded as evidence of desirable prosperity. How much better would Athens be if it had such a population as Akron, Newark, or Paterson N. J.? Cities are danger centers. The safety of the Republic lies with a happy, contented, industrious rural population. The importance of the farm cannot be over-rated as it not only supplies the nation with food but also the best men and women. There is danger in the aggregation of large quantities of land in few hands.

In Gulliver's story of Brobdignag, he makes the King of that mythical land to say that the man who caused two blades of grass to grow where but one grew before was a greater benefactor to his country than lawyers or politicians; and that is true, so attention is now turned to increasing the productivity of the land and improving the social conditions of rural life. The speaker referred to his early life on a poor Kentucky farm, the unattractive conditions prevailing there, and of the reasons why a country boy who goes away from home to school and gets some education returns with reluctance to the farm or seeks employment elsewhere. Of late the limelight has been turned on country communities and serious efforts are being made to improve conditions, financially, socially, and religiously. Probably the Grange, an organization devoted to the farmer's interests, has done more for the improvement of rural life than any other agency. At first it was regarded with suspicion and ridicule, but now that its aims, objects, and accomplishments are better known it is regarded favorably and others are in sympathy with it. It first advocated many

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things which are now law and from which others benefit, as rural mail delivery, parcel post, pure food law, state aid for roads, popular election of U. S senators, income tax, and other things.

Its motto is, "In essentials, unity; in non-essentials, liberty; in all things, charity."

Its object is, "To develop a better and higher manhood and womanhood among themselves," and this cannot but influence for other good.

It stands for better homes, physically and intellectually. The members wish to enhance the comforts and attractions of their homes and strengthen attachment to their pursuit, for increased interest in agriculture. The old life in the country will never return, the days of house and barn raisings, of corn huskings, quilting bees, and the like are gone forever, but the social spirit may be manifested and encouraged in other ways.

The Grange stands for individual and corporate economy. Here the doctor took occasion to speak against trying to rival, in dress, those who are better off financially. He advised against niggardliness and extravagance and going in debt for that which you can do without. He commended the simplicity of the dress of summer school students. He said that nine-tenths of the debts are unnecessary and that too many auto owners are now enjoying themselves at others people's expense.

The Grange stands for improved methods of farming and the material salvation of the country depends on the production of larger crops.

The Grange is for avoidance of lawsuits.

It discountenances race prejudices whether general or sectional. It encourages co-operation by which both producer and comsumer are mutually benefited. In the effort to bring this about there have been some failures, but even the failures have been educative and financial benefits have resulted from the experience.

The Grange teaches that individual prosperity depends on that of the community.

It is not an enemy to capital and it favors legitimate transactions, trade, and profits.

It is a strong believer in and fosterer of education, its lecture hour being devoted to the cultivation of the musical and literary ability of its members.

GYMNASIUM

FRONT VIEW OF ELLIS HALL

It holds that difference of opinion is one thing and bitter controversy another. It encourages debate in searching for truth.

It believes in the protection and elevation of women, and favors giving places to women who are competent to fill them.

It favors temperance and stands for justice to all.

In concluding, Dr. Ellis said the farmers do not ask immunity from the operation of general laws. He denounced the law exempting labor organizations from the penalties of the Sherman anti-trust law, saying no farmers' organizations had asked for it and that it was only a scheme of the union-labor men to try to make themselves more powerful by association of themselves with farmers without asking the consent of the latter. He spoke of Taft's veto of the bill and of Wilson's protest in signing it when declaring it to be a vicious piece of class legislation and that the law would make no difference so far as prosecution of law-breakers was concerned.

## DEAN CHUBB GAVE ADDRESS

Yesterday evening Dean Edwin Chubb gave a lecture in Music Hall on "The Education of Great Men." The hall was packed full of students and others though the heat was almost unbearable. The Dean was in fine fettle and his lecture was full of fetching facts, sound reason, wise saws, and humorous anecdotes.

The handling of the topic was not such as one who did not know the Dean would expect from the title for none of the men he talked of were ones who had been educated in higher institutions of learning though some were great in the realm of literature.

He named Vanderbilt, the great railroad builder; Edison, the inventor; Howells, the novelist; Greeley, the editor; Walt Whitman, the poet; and Mark Twain, the humorist, as men who lacked the schooling which comes from high school and college, but who are among the greatest products of America.

REAR VIEW OF ELLIS HALL

The six men, however, upon whom he based his remarks were, Washington, Lincoln, and Franklin in statecraft, and Chaucer, Shakespeare, and Dickens in literature. Not one of the six had school opportunities, and yet each had an education.

All had thirst for information. They knew what they knew. They knew accurately, reasoned correctly, felt soundly, grew steadily, and acted loyally.

Lincoln once asked a fellow attorney the meaning of the word proof. He was told to study Euclid. He did so, mastered every problem in the book and then knew what proof meant.

Sound feeling is to be right morally. Shakespeare never wrote a play immoral in tendency. There may be vulgar expressions but there is a difference between vulgarity and immorality Dickens was always on the side of honesty, justice, sincerity. Lincoln's greatness was due partly to his sympathetic nature, his tenderness of heart, the rectitude of his feeling.

Each grew steadily. Take Shakespeare's plays in the order in which they were written and the growth is apparent.

Each was loyal. Washington always acted in accordance with his highest conceptions of duty.

Lincoln was filled with a deep sense of his duty His strongest characteristic was his loyalty

Conceptions of duty vary. When the emperor of Japan died General Nogi and his wife committed suicide because they regarded it as a duty to their monarch. We can admire the spirit which led to the act though we disapprove the act itself.

The Western idea of chivalric duty was exemplified at the sinking of the Titanic when to save women and children, men, including a

CENTRAL BUILDING

great writer, a multimillionaire, and officers went down into an ocean grave.

Do not imagine that the man who is great is so because of his lack of school instruction.

It has been shown that the college man has increased his chances of success in the ratio of 250 to 1. But one needs to have a broader conception of what it is to be educated. To know books is well, but to know accurately, reason correctly, feel soundly, grow steadily, and act with loyalty are the qualities that produce the highest type of educated men.

IRMA ELIZABETH VOIGT, A., M. Ph., D.
Dean of Women

*Drawn by Henry Howe, 1846.*

OHIO UNIVERSITY, AT ATHENS.

WILLIAM F. COPELAND, Ph. M., Ph. D.,

Professor of Agriculture


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## ELLIS ON THINGS WORTH WHILE

### President of University Spoke Before Y. M. C. A. Thursday Evening

President Alston Ellis gave a splendid address on Thursday evening at the meeting of the University Y. M. C. A. on the topic, "Things Worth While." With a scripture reading he began his remarks, which were intended to impress the minds of his hearers with the altruistic or spiritual reasons for doing proper things. The scripture thus read was:

"Finally, brethren, whatsoever things are true: whatsoever things are honest; whatsoever things are just; whatsoever things are pure; whatsoever things are lovely; whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." Philippians iv. 8.

"For what is a man profited if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?"

For the Son of Man shall come in the glory of his Father with his angels; and then shall he reward every man according to his works." Mathew xvi. 26, 27.

He also read from James T. Fields's "Underbrush."

"If I were a boy again I would

1. Learn to use both hands—left as well as right.

2. Accustom myself to go about in the dark.

3. Learn the use of tools.

4. Take vacations in the country.

5. Row a boat, handle sails, learn to swim.

6. Keep better hours.

7. Keep a record, more or less extended, of each day's doings, with personal observations jotted down.

8. Take better care of the teeth.

9. Let tobacco, in all its forms, alone.

10. Strive to become acquainted with, and deal honestly with, myself.

11. Perseverance, not weakly yield to difficulties.

12. Cultivate the habit of attention; also strive to improve memory.

13. Give more attention to the history of my own country.

14. Cultivate courage of a high order.

15. Learn to look on the bright side of things.

16. Know when to say *no*.

17. Be courteous to those with whom I came in contact.

18. Finally—Instead of trying so hard as some of us do to be happy, as if that were the sole purpose of life, I would try still harder to deserve happiness."

All these things, said the Doctor, are good things and in their way are well enough, but are purely materialistic and selfish. The whole eighteen things are recommended on the ground, or for the reason, that they will inure to the material benefit of the individual practicing them.

Nothing is recommended because it will benefit others or enable the individuals to render more effective service to mankind. The motive is narrow and selfish and not that which is pleasing to God, like Christ, or in accord with the teaching and practice of the present day. To be a self-seeker, to cultivate qualities for selfish reasons, will tend to degrade, while to strive for the good of others is to raise and ennoble one's self. With this thought in view he spoke of ten other things worth while as follows:

1. Good health.

2. Good habits—a wide field.

3. Scholarship—general reading.

4. Work—useful, honest, and appealing strongly to one's interest.

5. Regard for others—altruism. "Am I my brother's keeper?"

6. Character— truth, courage, honor.

7. A wisely-directed interest in public affairs.

8. A knowledge of, and a participation in, the best forms of social life.

10. "The fatherhood of God and the brotherhood of man." Faith in God with sound reasons therefor. Religious thought made active in religious work. "If ye love me, keep my commandments."

EAST WING

ELI DUNKLE, A. M.,
Registrar of the University, and Professor of Greek.

WEST WING

WILLIAM HOOVER Ph. D., LL. D.,
Professor of Mathematics and Astronomy

MUSIC HALL

## GIVES LECTURE ON "MARK TWAIN"

### Prof. Mackinnon, of O. U., Speaks to Gathering of Summer Students

Clinton N. Mackinnon, Assistant Professor of English in the Ohio University, gave a lecture Tuesday night in Music Hall, his topic being "Mark Twain." The early part of the lecture was biographical; the latter part consisted of readings from the noted author's books. They were readings in the old style, not passages committed to memory and recited, but read from the book.

"Mark Twain," or Samuel L. Clemens, was born in 1835 in a small Missouri town, and when a boy went with his family to Hannibal, Missouri. Tom Sawyer, the principal character in one of Twain's books, was really three-fourths Mark Twain. In other words, the early experiences of Twain are to be read in the story of Tom Sawyer and some of the doings of Huckleberry Finn. The incident of Tom's getting a lot of boys to do a big job of whitewashing for him and giving him a lot of things to let them do it was an actual incident in Twain's life when a boy.

So was the rolling of rocks down a hillside on Sunday to scare people, and the almost miraculous escape of the negro with the unmanagable mule from an extra large rock displaced by Twain and his boy companions.

When a boy, Twain's ambition was to be a river pilot. He left home young and worked in printing offices in New York and Philadelphia. At 17 he picked up a $50 bill and went down the Mississippi river on a steam boat, and afterwards realized his boyhood ambition in becoming a river pilot. To qualify himself for this he had much to learn about the river. Afterwards during the Civil War, Twain enlisted in some sort of a military organization in which he had a variety of humorous experiences which were not dangerous to Northern soldiers. Later he went to Nevada in search of wealth. The account of the trip and experiences is given in "Roughing It." After that he went into the newspaper business and was a great writer of

EAST VIEW, CARNEGIE LIBRARY.

jokes, funny stories, and hoaxes. His story of the discovery of the petrified man fooled scientists both in the United States and Europe, though the position of the hand with fingers extended and thumb at end of nose, which no one seems to have noticed, should have warned them that all was not just right.

On the San Francisco Call he was associated with Bret Harte. He visited the Sandwich Islands, and took a trip around the world in a vessel called the Quaker City. The story of this trip is told in "Innocents Abroad," a book that made him world famous. He became very successful as a lecturer in this country and Europe. In Germany he was idolized, and he became a literary lion. His travels in Germany are given in "A Tramp Abroad." With others he went into the business of publishing and became bankrupt. But he went to work lecturing and writing till he paid every penny of indebtedness.

Oxford University conferred on him the degree of Doctor of Letters, and he was very proud of the scarlet gown which indicated that degree. He wore it on the occasion of his daughter's wedding and whenever he could.

FREDERICK TREUDLEY, A. M.,
Professor of Philosophy and Sociology

A PORTION OF THE INTERIOR OF THE CARNEGIE LIBRARY

Prof. Mackinnon read about the horse Jerico from "Innocents Abroad" and a description of the Sphinx from "A Tramp Abroad," and also another reading. Twain, said the lecturer, was one of the greatest humorists of all the ages but was not recognized as such at home till he became famous abroad.

## LECTURE ON "BEAUTY" BY PROF. TREUDLEY

Prof. F. Treudley gave a lecture on "Beauty" Tuesday evening in Music Hall, which was packed with students, who occupied every seat and stood in any available space. The number present was an indication of the popularity of the Professor and that something worth while would be heard. Some might have been surprised but certainly none were disappointed. The lecture was full of beautiful thoughts, beautifully expressed. No synopsis of the length to which a newspaper is obliged to limit its account of such a lecture could do justice to

ALBERT A. ATKINSON, M. S.,
Professor of Physics and Electrical Engineering

REAR VIEW OF ELLIS HALL

HENRY W. ELSON, Ph. D., Litt. D.,
Professor of Political Economy and History

East Wing
Ellis Hall

Music Hall
Center Building

West Wing
Library

SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS, ATHENS, OHIO

the production as a whole. A few extracts only can be given and these are not given as the best things said for the lecture was a blaze of beauty nearly all through and served to illustrate what a man of kindly disposition and high ideals, of wide reading, travel, and experience sees, thinks, and knows. He said:

We are surrounded by and immersed in what we call beautiful things. We are using this word more constantly than any other. We speak of beauty of dress, of flowers, of landscape, of face, of thought, of life. We are arrested by it as by a force of commanding power. By beautiful things we are charmed and calmed and transported, carried away as we say beyond ourselves. No other conception or condition seems so to dominate us, to lift us above ourselves as this we call by the name of beauty. It is worth our while, is it not, to consider what it means, whence its power, why it so operates, and it may be before we are through, we shall have obtained a little finer notion of the nature of our own being.

An object of beauty is real, it is the perfect expression of a spiritual purpose and our conception of it constitutes its beauty. This will explain why it is that as we grow in appreciation of beauty, as we truly grow, objects which seemed beautiful, seem less so and other objects grow more beautiful. It illustrates this truth, so very fundamental, and one which needs to

OSCAR CHRISMAN, A. M., Ph. D.,
Professor of Paidology and Psychology

be impressed on every mind, namely: that our world is to us as we make it and the world which we know, the only world which can

exist for us. When therefore we say we are surrounded and immersed in beautiful things, it is true, but it may be either consciously or unconsciously, and our business is, to make it conscious for thus only does it become real to us.

Now the significance of this thought may be illustrated by the fact that there are only three objects of knowledge or experience which are in themselves absolute ends,things beautiful,things true, things good. If I have done a good deed, I can rest in it. Once done, it is done forever. Once the influence of that good deed is released into the world, it never ceases in its power to do constructive work.

Again, Truth satisfies absolutely man's spirit. Perhaps the supremest expression of truth lies in these words: "Love is the fulfilling of the law," or put in another form: "And now abideth faith, hope, love, but the greatest of these is love."

I stood one evening upon Pilatus, a mountain standing a thousand feet above the Rigi, from the summit of which one obtains a view of wonderful extent. As the sun sank it lit up the snow-clad summits of the great Bernese Oberland which lay before us, and I witnessed with a sense of awe the transformation of the snowy whiteness of those summits through innumerable tints, culminating in those rich, rich crimsons which seemed to touch those peaks as with tongues of flame. They seemed to linger but for a moment, as though to express themselves and depart, a mountain of transfiguration like that one spoken of in Holy Writ, and then, here as there, the glory departed and the grays deepening into more somber colors clad the mountains through the night

Referring to the beauties of an English landscape he said:

As we approached Luddington, a little village lying two miles or so outside of Stratford, and where Shakespeare was said to have been married to Ann Hathaway, a slight cloud o'ercast the sky and rain fell very lightly and, the sun coming out, there was revealed to us a picture of the tenderest green, field after field stretching far away to soft hills, leaves dripping with jewels, all bathed in an atmosphere cool, soft, refreshing. You may traverse the world from end to end and never find the equal of a landscape in the heart of bonnie England.

Beauty is harmony. By harmony is meant that every part of the object perfectly contributes to the end in view.

The marvelous strain of the nightingale's note to which I listened on the Stratford bottoms was one simple, single burst of melody heightened by conditions which brought it all out, the midnight hour, the dusk of night, the silence of nature, the absence of every sort of distraction, all were indispensable elements of that solitary song which literally filled the valley and mastered our hearts with the sweetness of its melody.

Far removed from the sublime is an element of beauty which we call pretty or handsome. Thus we characterize the face of a child. It means regularity, symmetry. If to such a conception you add depth of character, then it shades into something we call noble.

THE OLD BEECH IN WINTER GARB

## SPEAKS ON HISTORY OF WAR PERIOD

The lecture of Professor C. L. Martzolff in Music Hall drew an immense crowd.

The subject was the impeachment trial of President Johnson. In his introductory remarks the lecturer made brief references to the laws of a nation being largely a reflection of the character of the people and forming a good criteria of their place in ethics and jurisprudence illustrating his point with reference to the trial of Socrates 390 B. C., charged with corrupting Athenian youth; to the trial of Christ; of Joan of Arc; the trial of Warren Hastings, which lasted seven years; and the trial of Aaron Burr.

CAMPUS VIEW, OHIO UNIVERSITY

He said that in the whole history of our government there have only been eight impeachment trials with but three convictions.

To understand the trial of Andrew Johnson charged with high crimes and misdemeanors as President of the United States, it is necessary to know something of the man. He was a son of "poor white" parents who lived in the mountains of North Carolina.

The "poor whites" were people who inhabited the mountainous part of North Carolina where they were called tar-heels; and in Georgia, where they were called "crackers." There were no schools and no facilities for education, so Johnson grew up illiterate yet made his mark and mastered his surroundings in spite of social ostracism and educational disadvantage. He married when 17, when he was 25 he was elected mayor of the town in which he lived. Soon after that he was elected as representative to the Tennessee legislature. He hated slavery as did all the poor whites, as they were despised by the slave owners, and even the slaves, who spoke of them as poor white trash. His expressions of hatred for slavery as a system whereby the poor whites were kept down were venomous and his denunciation of the slave holding aristocracy were of the most rancorous sort. At last

WM. FAIRFIELD MERCER, Ph. D.,
Professor of Biology and Geology

CENTRAL BUILDING WEST WING EWING HALL

he was elected to the United States Senate where he never lost an opportunity to fight slavery.

When Senators from the Southern States made speeches justifying their action and then left for their homes, Johnson remained steadfast to the Union and replied to all the secession speeches. He stood for the constitution and union. Lincoln afterwards made him military governor of Tennessee.

The issue of the campaign of 1864 was whether the war for the union should be continued or stopped. It was not a struggle for supremacy between Republicans and Democrats but for and against the Union. So Johnson was chosen as a running mate for Lincoln on the Union ticket because he was a loyal Democrat.

In view of the defeat of the Secessionists there were three methods advocated by different men for the government of the Southern States. First was Lincoln's plan based on the idea that this government is based on a union of the people as stated in the preamble to the Constitution of the United States; that certain persons had taken the States out of the Union by their influence. The Southern idea was that it was a war between the states.

The second method was based on the idea that the States had committed suicide and had

**WILLIAM B. BENTLEY, Ph. D.,**
**Professor of Chemistry**

thereby become territories to be treated and governed as such by appointees of the Federal government.

The third was that they were conquered States and should as such have a military government till such time as the Federal government judged it proper to give them civil government. This was the position taken by Ben Wade, of Ohio, and Thad Stevens, of Pennsylvania.

**LEWIS J. ADDICOTT, B. S., C. E.,**
**Professor of Civil Engineering**

Four days before the assassination, Abraham Lincoln said he would present a new plan of reconstruction but he died before making it known.

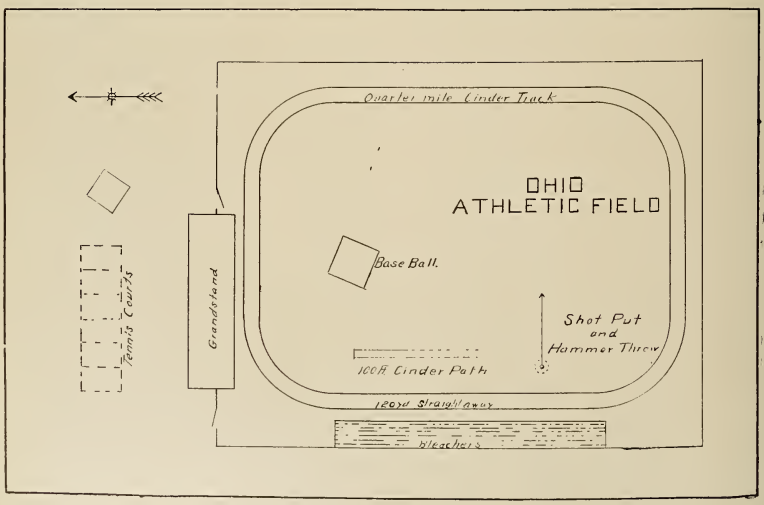
By the death of Lincoln, Johnson became 17th President of the United States. Some thought he would be bitter toward the Southern States, because he had been so radical before He had been like Saul breathing out threatenings and slaughter but after he became President his policy was the opposite of this and this remarkable change was the greatest political somersault in history. On the night of Lincoln's assasination, Secretary of State, Wm. H. Seward was stabbed nearly to death in his bed. He however survived and it is believed that he so influenced Johnson that instead of reversing Lincoln's plan of reconstruction, as it was thought he would, he continued it. That plan was that when one-tenth of the loyal voters of any state would get together and form a State government that should be recognized and their representatives should be received in Congress. Congress opposed this and substituted another which Lincoln pigeon-holed instead of either vetoing or signing. Four states organized thus while Lincoln was living and the other seven came in the same way under Johnson. But he reckoned without his host for Congress was not in session when he made known his policy. Congress enacted that Thad Stevens's conquered states plan to divide the South into five military provinces to be governed from Washington. Accordingly, Johnson vetoed the bill. Johnson vetoed other bills for contrariness and Congress passed laws to hamper and annoy Johnson. It passed the tenure-of-office law to prevent removal of cabinet officers. Johnson vetoed it and it was passed over his veto.

It is usual under such circumstances as the death of a president for the cabinet officers to offer their resignations and the new president to choose his own advisers. Stanton, Secretary of War, did not resign. Johnson appointed Grant in his place. Stanton would not go, and the Senate refused to confirm the Grant appointment. Stanton went back and Johnson kicked him out.

Then articles of impeachment were prepared by the House of Representatives and the trial of Johnson was held in the Senate chamber. It

**EMIL DOERNENBURG, Ph. B., A. M.,**
**Professor of German**

INTERIOR OF GYMNASIUM



was a battle of the giants. Never before was such an array of legal talent engaged. There was Chief Justice Salmon P. Chase presiding. There were John A. Bingham, Ben Butler, George Boutwell, John A. Logan, Henry M. Stansberry, Wm. Groesbeck, and others. There were present fifty-four Senators, the members of the House of Representatives, and the representatives of foreign countries. The Sergeant-at-Arms made the announcement of the fact that the Senate was in session and that the trial of President Johnson for high crimes and misdemeanors was on.

The preliminaries lasted two or three days and when the Chief Justice was about to decide a question it was objected that he had no right to do so, the Senate itself would do that and the Justice was merely a moderator. Ben Butler made the objection and his view was sustained by a majority vote.

The evidence was put in and the arguments made. Then came the vote to decide whether the President was guilty or not. Of the 54 Senators many were Johnson's sworn enemies. It took 36 to convict and 19 to exonerate. There were 46 Republicans and 8 Democrats. There were 7 administration Republicans. The Democrats and administration Republicans were for Johnson. Four more votes were needed to clear and when the vote was taken these were furnished by Fessenden, of Maine, Grimes, of Iowa, Ross, of Kansas, and last by Trumbull, of Illinois, who said the whole proceedings were a travestry on justice with not enough dignity for the court of a justice of the peace. Ben Wade voted to convict Johnson thereby expecting himself to become President. Johnson served out his time as President and went home. In 1875 he was elected United States Senator. He took his seat, made one fiery speech in which he denounced his former opponents and declared they had all gone to political destruction or had died. Then he resigned and went home where he died July 31, 1875.

## EDUCATION AND COMMUNITY LIFE

F. C. Landsittel, Professor of Methods and Management in Education, gave a lecture in Music Hall on "Education and Community Life." In opening he referred to the individual life of the past and its ideals in which the educational development, and happiness of the individual person were thought most of and to the change coming over the people by which the individual sinks to a mere part of the community and its interests are considered of the most importance. He eulogized the work of Congress in tariff reduction and also the work of the Ohio legislature, both of which are intended to work toward equality among men. While some sneer at the work of the Ohio Legislature as socialistic, it in fact grows out of a recognition of the mutual dependence of society rather than the claims of special interests.

The school should exist for the benefit of the social group rather than the individual, for the community or the race rather than any member of it. Educators should look to making the condition of all better. In education and religion the aim should be not so much to instruct and save individuals as to improve surroundings, as these are what go to determine what the individuals shall be more than anything else. Action on the individual is made by changing his environment, particularly the social life with which he is surrounded. The school should recognize the influence of the social life on the individuals and seek to reach him through it.

Increased solidarity of the life of the community is characteristic of our times. This is peculiarly so in industrial life. Our manufacturing industries are mammoth in proportions and highly organized as a consequence. The division of labor is exceedingly minute. One operation, generally of the simplest kind, is performed by one person; and there are many, sometimes hundreds of different operations necessary to the completion of a piece of machinery or other manufactured article. Then to get the article to the consumer others are engaged, making work of distribution require the time and skill of many others.

Knowledge most needed nowadays is that which relates to practical life and not that of the cloistered student with books secluded from the world of endeavor. The man of most importance and highest standing to-day is he who can give instruction to the practical man on affairs. Institutions of learning are now being drawn on for advice in legislation, agriculture, and manufactures. There is continuing necessity for individual study. The modern workman must be ever learning more. The physician must keep up with the discoveries of the day in his line of work if he would succeed. The agriculturist must be in the van of progress or be a failure.

# Departments of Civil and Electrical Engineering

The school must have the benefit of the community as its object. It must connect with the homes. The community must be looked upon as a group of people in contiguous territory having common interests. The social organization of the community binds the people together and shapes the district. Ease of access and means of communication enlarge the size of the community. It thus becomes many in one. As the football team is made up of eleven members or the baseball team of nine, so the members of the community are parts of the social machine. It is very important that the school shall serve the community. The people of New York, aroused by the deliberate murder of a gambler and the corruption of the police in shielding criminals and protecting vice, have organized a police school to develop proper ideals of police service to the city. A big dinner was given to the police and old, retired, trusted policemen were invited to attend and they did, when called on, tell what policemen should know and be. On their ideas, so expressed, the organization was perfected and rules for study laid down. So the interests of the community as laid down by individuals are considered.

Teaching should be adapted to community needs, the course of study pursued suited to the requirements of the neighborhood. Rural education is a failure because of the teachers being out of touch with the community. The teachers know the children but not the adults. The minister is non-resident and the church declines. The teacher who identifies himself with the community will become a leader.

In conclusion, the lecturer advised the giving of school credit for practical work done at home about the house, and on the farm—work agreed upon between teacher and parents. The parents, according to this arrangement, would report the work done and the teacher would award credits as is now done in Oregon and some other states. He also advocated the punishment of the whole school for the misconduct of some. In this way the individual can be reached through community suffering and be reformed.

## PHYSICAL EDUCATION CARED FOR

### Large Class Taught By Dr. Douthitt This Summer

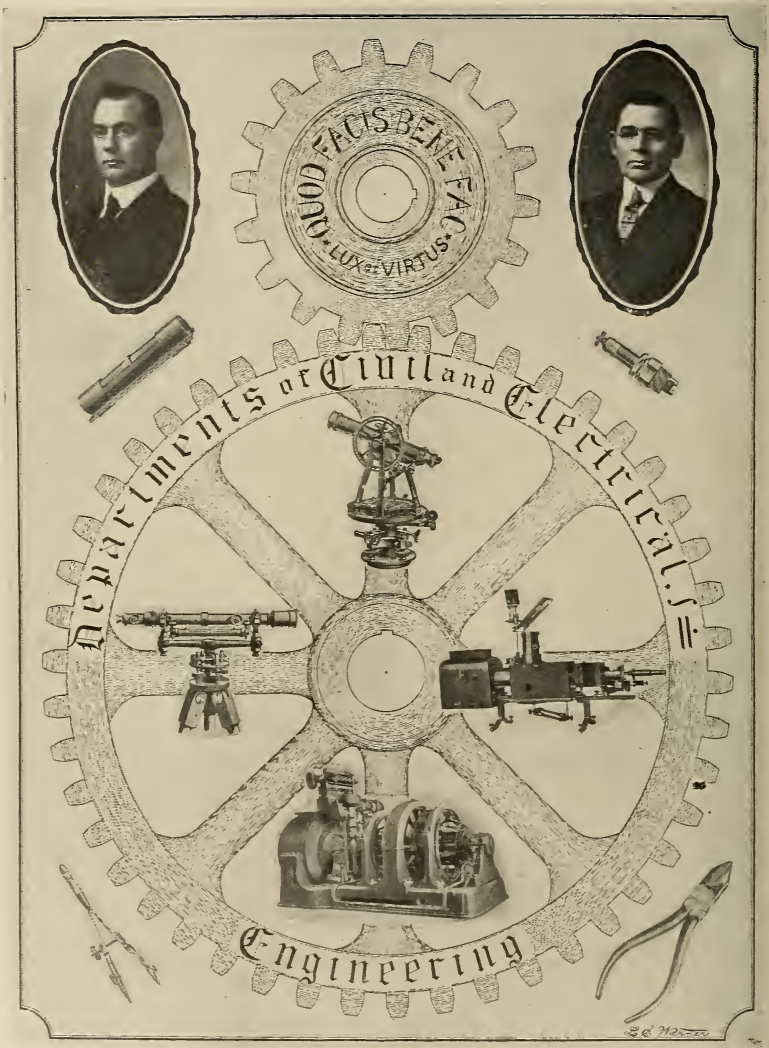
The Department of Physical Education at the University in charge of Dr. Douthitt has been doing some good and much needed work during the six weeks of Summer School here. There have been 56 students in his two classes. The object of the course given has been to train teachers to become proficient in looking after the general health of their pupils while in the schoolroom and to direct them in proper exercises and games. Both the theory and practice of physical education were taught. Gymnastic nomenclature, physiology of bodily exercise, and personal hygiene were taught by lecture and quizzes.

On the gymnasium floor practical instruction and demonstrations were given in calisthenic exercises adopted to the grades; also mass exercises and games which can be carried on in the schoolroom and on the play-grounds.

The practical exercises in the gymnasium included class evolutions such as running, marching, etc. The calisthenics consisted of free hand exercises, dumb bell, Indian club and wand drills. These were supplemented by teaching a large number of gymnastic games.

Instruction was also given in swimming and diving. The swimming pool was open every day in the week except Sundays from 8 A. M. to 6 P. M. To this other people than summer students were admitted and instructed so that here the number was about a hundred, one-third of them being girls. Only a few girls could swim at first. Twenty-five were taught to swim. In fact every girl who went in ten or more times is now a swimmer, and a number learned how to dive. A majority of the boys and young men could swim on entrance. Of those who could not, all but one learned. A well-located spring board gave much pleasure to divers.

A prize of $2 was offered by Dr. Douthitt to young lady teachers for the best essay on: "Why we need physical education in the schools and what may be accomplished thereby." The prize was won by Anna Mae Evans. The essay is as follows:


QUOD FACIS BENE FAC
LUX ET VIRTUS
Departments of Civil and Electrical
Engineering

The keynote of this age is efficiency—physical and mental. Without good health there is no efficiency. Personal health is so necessary,—few things are worth while without it. It is above price and cannot be bought with money. It must be worked for like nearly everything else worth having. Its value is hard to realize until lost, and then it may be too late. The tragedies, the sorrows, the heartaches, that come from lack of knowledge and lack of self-control in the matters of health are beyond reckoning. So it is certainly our duty to educate the young, from the first, to value life and health, and to find happiness in right living.

It will soon be, as it should have been before now, common to hear of the four R's instead of the three. Even before readin', 'ritin, and 'rithmetic, right living surely demands a place for without it the knowledge of the other three can not accomplish nearly so much as would be possible, if we believe with the foremost thinkers of the day that it pays to know the truth and follow it. In no place can this be better taught than in the public schools.

One of the first and foremost "whys" then, is for the preservation and improvement of health. Statistics tell us that only ten per cent. die from natural causes, the wearing out of the machine through old age. Poor health is in nine cases out of ten the result of ignorance, carelessness, or intemperance of some kind. Is physical education then, a panacea for all ills human flesh has hitherto endured? We do not have to be cranks on the subject, nor even unduly enthusiastic to recognize that if one thing must be chosen few can be placed before it.

Why, then, did not earlier educational leaders more clearly emphasize this fact, if fact it may be? Because the needs of the people did not then so imperatively demand it. Civilization has changed. The life of our ancestors involved considerable muscular activity and the human machine is adapted to do a large amount of muscular work. Conditions of living have changed faster than the human body could possibly change. We have essentially the same kind of a body as our prehistoric ancestors.

Two generations ago few people were troubled because of lack of physical activity. Nearly all received a sufficient amount in the course of their daily living.

It is estimated that muscular work performed by the people of the United States has decreased about 75 per cent. during the last twenty-five years. This is partly due to the fact that this is an age of specialization. No exercise is involved. Brain work has largely taken the place of muscular activity, but this is deleterious to one's health.

The introduction of all kinds al labor-saving machinery is another factor to which this change is due. Of course these changes have their advantages, but also many disadvantages. With a decrease in manual labor comes an accompanying decrease in nervous energy required in the life of to-day. Muscular activity therefore is necessary to counteract these sedentary influences.

Exercise is a very strong constructive and conservative process when rightly taken.

There are certain essential principles governing the value of various forms of muscular activity. Exercise for hygienic effect should involve a maximum amount of muscular work and a minimum amount of nervous energy.

The lack of proper exercise is perhaps responsible for more sickness than the violation of any other one health law, but to teach people to exercise properly is not the only aim and end of physical education.

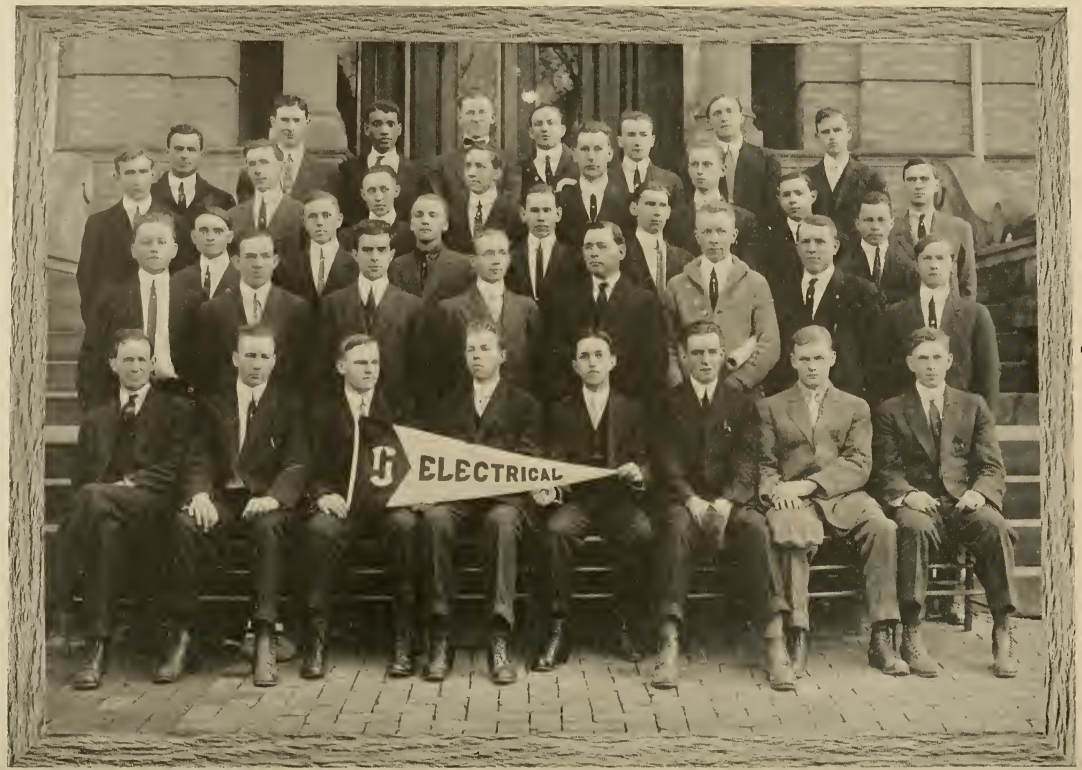
The course includes instruction in the right laws of breathing, drinking, eating, sleeping and resting, thinking, dressing, cleansing, and recreation. If these needs are not universal, pray, what are?

Thinking people, then, surely have no difficulty in recognizing why we need physical education in the schools.

Now, what have we a right to expect as a result therefrom? Briefly, these qualities which all observing persons must agree are crying needs of the present generation: Better health, more endurance, better physiques, healthy symmetrical figures with good carriage, muscular control as an energy saver with accompanying self-control and self-reliance and resulting physical and moral courage, with stronger will power.

If physical education made for the cultivation of the last quality enumerated, alone, no one could deny the vast influence for good resulting from a pursuance of the course.

We do not need have the mind of a philosopher to know that the lack of will power is responsible for a large part of the sickness, most of the poverty, and much of the unhappiness of the world.


ELECTRICAL

Can we afford to ignore or belittle in any way a course that tends to remove the above evils?

We still have a few educators who, generally speaking, are broad in their conceptions of what education means, but who do not yet attach sufficient importance to this phase of educational work.

Happily their number is rapidly decreasing, and may God speed the day when, as a providential result of their own lack of foresightedness or by their complete conversion, there will not be one of that kind to extend his professional influence among teachers of our children whom we desire to develop into healthier, hardier, and happier citizens.

## FAMOUS OHIO BOOSTER SPEAKS BEFORE O. U. SUMMER SCHOOL STUDENTS

Secretary A. P. Sandles made a very instructive, encouraging, and inspiring talk to the Summer School students in Ellis Hall Auditorium.

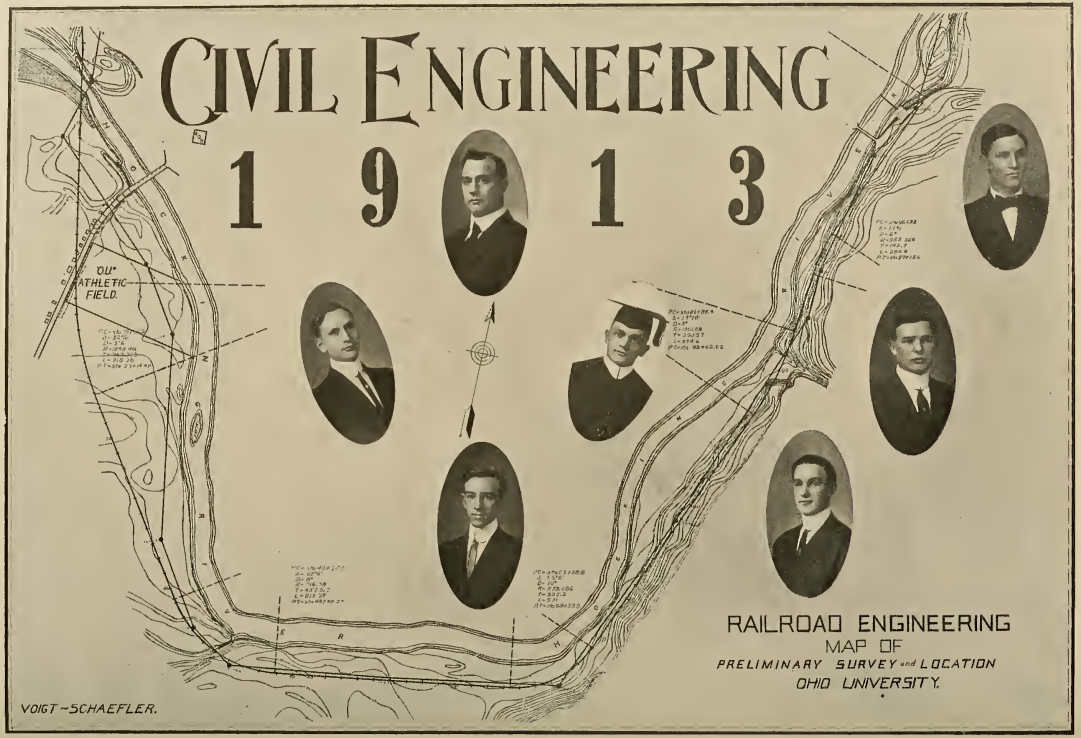
Some of the corn contestants and many farmers were in attendance who, with every one else present, heard him gladly.

In eulogistic terms he was introduced by President Ellis, who in turn was so covered with b ou quets of praise that he declared if Mr. Sandles didn't stop, he, Ellis, would have to leave. Then Mr. Sandles beflowered Dr. Copeland and the Summer School and especially the students of the Agricultural Department.

He said there are now twenty summer schools in Ohio. One of these may have more students than this but none is of more importance.

There is no better school. There is the opportunity and possibility of this place becoming the capital of Southeastern Ohio. When things are done and a great institution results somebody is entitled to credit. President Ellis is the man to whom most of the credit is due for the Ohio University being as great and useful as it is. In the language of Shakespeare, "The Elements are so mixed in him that he is a man." Referring to Prof. W. F. Copeland, his size and activity, he said: "Men have more respect for a rifle ball in action than a cannon ball at rest." Referring to the prejudice of some farmers against college professors and the way to overcome it by keeping on in the good work of educating and demonstrating he said: The guy that stays is the guy that delivers the goods. The fellow that says things can't be done is run over by the fellow that does those very things. Summer School students, as teachers, get ahead of those who stay at home. You must go home and by your efficiency in the schoolroom prove it was worth while to attend the O. U. Summer School. There is so much work to be done and good to be accomplished that can only be done by and through you. Agriculture needs the best brains of men and women who will get their heads into the work as well as their hands and feet. A cow is judged by her performance at the milk pail and butter tester, by her yield of butter fat. Prof. Copeland has won farmers away from home by attending farmers' institutes and demonstrating with Babcock tester and litmus paper. Beets are bought by sugar manufactures after they have been tested by chemists who determine the per cent. of sugar they contain. Corn is tested for moisture and graded accordingly. Some corn has 30 to 40 per cent. while another kind has only from 10 to 15. Three-fourths of the grain sold in Ohio is tested at Cleveland, where grade is determined. Grade depends on quality. Wheat is graded from 1 to 4, according to tests made in scale. Heavy wheat brings best prices. The cow which averages only 100 to 150 pounds of butter a year is not the cow the farmers should board. Recently in company with Gov. Cox, he visited the farm of the editor of the Cleveland Plain Dealer, a splendid place, where the Governor bought two Jersey cows for which he paid $500 each, they having a record of 800 pounds of butter annually each. The price paid was therefor no more than a poor cow at $50 to $100.

Referring to alfalfa and the alfalfa campaign in Ohio, he said there are 141,000 acres of worn out and deserted farm land in Ohio which should be restored and used. Soil fertility and crops are decreasing. In the last 20 years millions of dollars have been spent for commercial fertilizers. Now there is an association of farmers and business men trying to teach the value of alfalfa as a land restorer and crop producer. A dozen years ago many said it would not grow in many places where now it is growing three crops a year to the acre yielding three tons of hay and enriching the soil at the same time. Grain and grass crops pump nitrogen into the air from the earth. Alfalfa pumps it out of the air into the soil for other crops to use. It is the foremost of all crops in doing this. It is the best of all crops but the most neglected by farmers in general. Southeastern Ohio is the place where it will


CIVIL ENGINEERING
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RAILROAD ENGINEERING
MAP OF
PRELIMINARY SURVEY and LOCATION
OHIO UNIVERSITY.
VOIGT-SCHAEFLER.

prosper most. It will restore fertility to worn-out soils.

All are interested in farming because on it depends the welfare of the whole people, for all eat and all are interested in the cost of living, the prices of food. Care must be taken of agricultural affairs for everybody depends on them. If land deteriorates, crops will be less and the product of the land higher in price. Only about 32 people out of 100 now live on farms and the proportion is continually growing less. If present tendencies persist the cities will be the worst places in the world in which to live. Congress and the legislatures are making more laws to govern cities than anything else and the cost of governing is greater. There are more people in New York City than in the whole state of Ohio. Three thousand aliens are landing in this country every day and they are nearly all going to our cities. Are we properly assimilating them or are they likely to govern this country best? By their preponderance of population they are governing the country. Some of these immigrants should be directed to the country. Small farming is the best farming. That is practiced in Europe. Send the foreigners to the country and they can teach our farmers. In Europe the land is producing more to the acre than ever before. Here we are growing less.

France and Belgium teach agriculture in the common schools. This is a blessing to those countries. In Belgium each country school has at least a quarter of an acre on which to demonstrate. There they preach the doctrine of better live stock and we take a pocket full of money and exchange it for imported animals from those countries.

In the future better prizes will be offered for home-bred stock than for foreign. In foreign countries they raise on an average from two to three times as much wheat per acre as we do in Ohio. God gave us just as good dirt as he gave them and our crops should be as large as theirs.

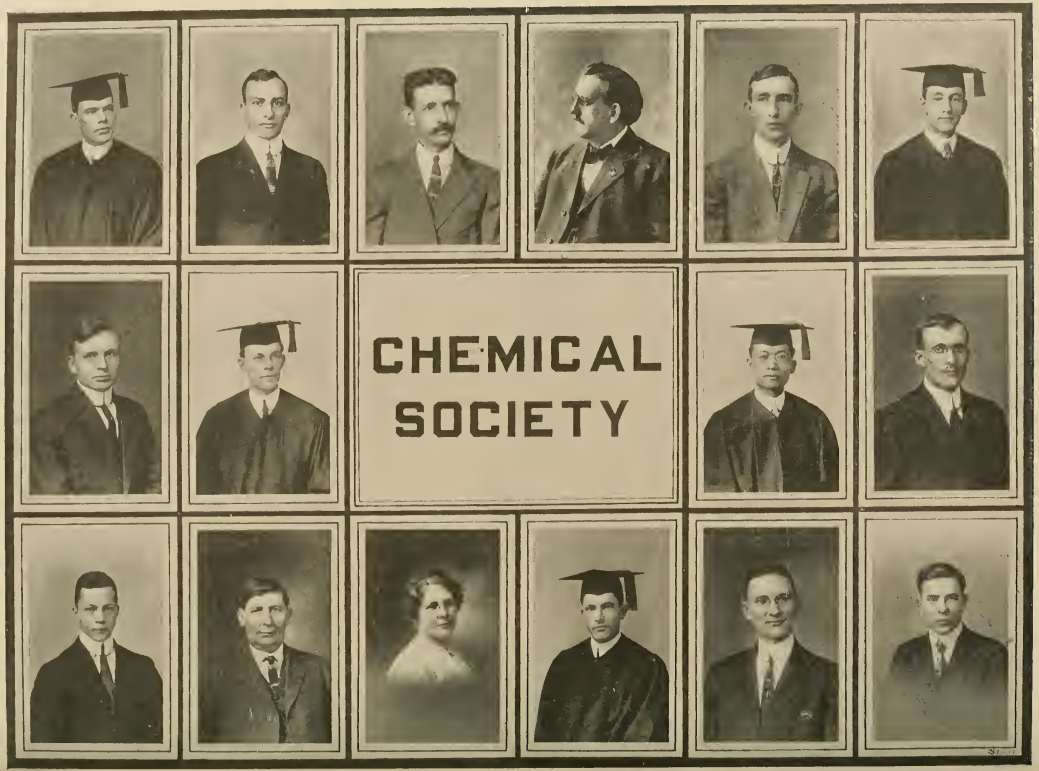
Teachers must convince the farmer that they are his friends. They should get farmers and their wives together. The schoolhouses should be social centers and the teachers should assist in making them such. They should take up some cause in which farmers and their wives are interested. They should get themselves talked about as district benefactors. Let the farmers know about the free bulletins. Get them and distribute them yourself. Read them and talk about them. Talk of free orchard inspection and demonstrations in pruning and spraying. Have these things come through you. Correspond with the experiment station for the farmers whose children you teach. The hills of Southeastern Ohio will yield a golden harvest if the teachers do their part. Nine out of ten of the apples sold in Cleveland grow outside of Ohio. Fifteen years ago there was more fruit shipped out of Athens county than in recent years. The Western States work for their own interests. They advertise and get our money. There is no better place in the world to live than in Ohio. It is great in all things but greater possibilities lie before it. Teachers will be better thought of if they take the lead in things to benefit the community. In some places teachers have boys and girls interested in rural contests, the products have been exhibited at fairs and sold, the money being used as prize money to send winners to Washington. If teachers do these things the districts will want to keep them and will raise their salaries without being asked.

## SANDLES AGAIN INTERESTS CROWD

### Agricultural Secretary Puts Pointed Remarks at Summer Students

The Agricultural and Home Economics students and others were out in force again at Ellis Hall Auditorium to listen to the extremely popular Secretary A. P. Sandles of the Ohio State Board of Agriculture, who for a little over an hour kept his big audience, interested, amused, and keenly alert.

He opened up with a stream of good natured Sandleisms in the form of short stories and witticisms that poured out like a flood for a few minutes. He got the lady students' ears by saying that in one district every teacher who went there got married and the school directors tried to stop the trouble by advertising that good looking girls need not apply, since which time there have been no applications and, said the speaker, none here would fill the bill. He declared that the foundation of good agriculture lies in knowing how to cut a pie into four pieces instead of six. He handed out the biggest and most beautiful bouquets to the department he spoke of as Domestic Science and soon convinced Miss Bohn and all the others connected with it that Sandles is all right. He held up a house plan drawn by one, of the girls, and commended it in great style.


CHEMICAL
SOCIETY

He said it has a bath-room, just think of it, a bath room in a farm-house. The bath-room and tooth-brush are marks of civillzation and good sanitation makes homes in which there can be decent living.

After calling for a show of hands by those who will attend teachers' institutes he said every one should have a parent's day and a director's day, and all should be invited and special talks given for their benefit. If this was done the place would not hold the crowd. Parents and directors need prodding up as well as teachers.

He told the teachers to do such things as would make it worth the while of the newspapers to tell about them and to let the papers know what they were doing. He said that parents and school directors are very much given to criticism of, and fault finding with, the work of school teachers, and that he had sent out a number of questions to which some answers had been returned. From the Southeastern section of Ohio, which includes 17 counties, they were:

Do your teachers take as much interest as they ought in community affairs outside of the school room and school houses? Yes, 24; no, 134.

Do your teachers do anything outside of just teaching school to help the community in a social and moral way? Yes, 59; no, 98.

Should a teacher be a resident of the commnity and identified with its interests? Yes, 131; no, 23.

Are your teachers strong leaders in your community? Yes, 42; no, 114.

Have your teachers made any effort to have flowers, shrubs, good lawns, and trees on school or church grounds. Yes 55; no, 65.

Have your teachers ever tried to organize a lecture course to help the community? Yes 30; no, 126.

Do you believe the Boxwell law helps or weakens the country school? Helps 82; weakens 164.

Is there a greater tendency to hire younger teachers now than a dozen years ago? Yes 117; no, 37.

Would good results be obtained if a residence and half dozen acres of ground should be furnished to the teacher? Yes 76; no, 56.

Teachers were urged to work along lines indicated by the questions and to work for farmers' institutes in their neighborhood and take some part in them. Provision has now been made for five farmers' institutes in each county next season instead of four and moving pictures and phonographs will be used at them where possible, the latter so that people may hear the voices of great men on important topics.

Get parents to visit the school. One man said he would like to, but his wife would not let him. Teachers should fight county examiners who give certificates unworthily. We must have consolidation and centralization. Schools with few pupils do not succeed. The world is going at the double quick to-day and marking time will not do. Try to get in the king row. Ohio spends $26,000,000 a year for schools and the results are anything but satisfactory. Teachers are not doing what they should.

Mr. Sandles next made a series of comparisons between town and country. He said the morals of the country are generally good, those of the town doubtful. In the Girls' Industrial Home at Delaware and the Boys' Industrial School at Lancaster the population of delinquents is six from the town to every one from the country. The proportion of delinquents in general goes from 6 to 10 in the town to 1 in the country. The big manfacturing interests highly protected by tariff are draining the country of its boys and girls. The towns have their Y. M. C. A. and Y. W. C. A. buildings and the country should have something like it. A certain great manufacturing concern will employ no one suffering from disease and 80 per cent. of the applicants for employment were turned down because of syphilis. Syphilis and tuberculosis are killing more people than anything else.

The country schools should have spelling contests and literary societies as in olden times.

The closing section of the talk was on agricultural contests and trips to Washington. Last year there were 1,000 boys and 50 girls in the contest for trips to Washington. This year there are 3,000 boys and between 200 and 300 girls. The boys are trying to learn good agriculture, the girls baking, canning, etc. The State Board of Agriculture will give $10 to each county in the State to be added to contributions made by others for prizes in these contests. Jack Johnson the negro pugilist and Lucile Cameron the white woman he enticed were pictured and featured in the newspapers, and so columns are devoted to the doings of pugilists and baseball doings when it would be better to be encouraging the boys and girls who take part and win prizes in these contests. Teachers may help to make them popular.


SCIENCE
CLUB

The story of the trip to Washington last year and the adventures and the conduct of the boys on the way was told very graphically, the facts being the same as have been told here before by other speakers.

## PROF. CLARKE GIVES A TALK

J. R. Clarke, one of the State Supervisors of Agricultural Education in Ohio, gave a talk in Ellis Hall Auditorium to the students and teachers of the Agricutural and Home Economics Departments. The Hall was filled and a show of hands called for Mr. Clarke indicated that some were high-school teachers, some rural-school teachers, and some had no experience as teachers but were expecting to be teachers.

He said that he always felt at home among Faculty and students in a Summer School and in every school he visits. He congratulated his hearers on their opportunity here in the Summer School and their courage in thus spending part of the time in the hottest weather preparing themselves for greater usefulness and higher efficiency as teachers.

He put questions to them to answer to themselves and asked their predominating motive as teachers and why they were taking lessons in agriculture and domestic science or home economics. Seventy per cent. of the teachers are women and all are expected to teach agriculture. He asked what plans they had in mind for their schools and how many would pledge to have clean school houses, and outbuildings and make the school house as home-like as possible? How many will merely memorize for the purpose of obtaining a teacher's certificate, a school, and the salary as an ultimate? How many will teach the underlying fundamental principles of agriculture rather than the details of farming? The co-operation of parents must be sought in the education of the child and proper relationship established between the home and the school. If the influence of the teaching in school does not affect and improve the home in all its parts the teaching is largely a failure.

The average farmer needs to know the details of the best farming as well as the principles of agriculture. You must take something from here to your schools that will affect the homes, gardens, and farms of those amongst whom you labor. The most important factor in the educational, social and financial uplift of the country is the teachers in the public schools, and the teacher must be properly prepared for the work. The teachers should know how to teach farmers as to the details of their work. A properly prepared teacher could make a reputation for efficiency that would reach five miles around the school house. The way to obtain bigger salaries is to be able to earn more by increased efficiency. Here you obtain more knowledge, get inspiration, and new power within. With that you go to your schools and try it out. The spirit you drink in here must be communicated to others. Get enough of it to enable you to deliver your message, to do your work, to get there and leave results wherever you go.

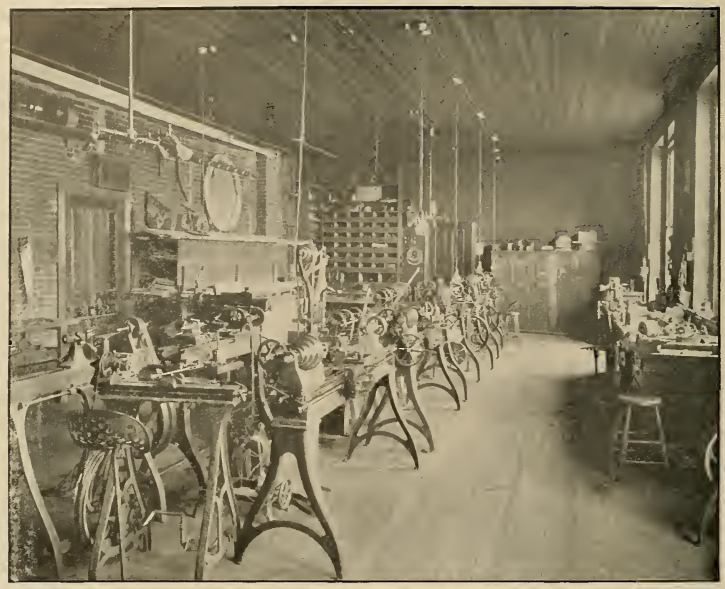
There is too much discord and improper feeling between the home and the school. It is yours to bring about harmony and establish right relations as only in this way can the best work be done. Don't think the few hours spent in the school house is all that is needed, though that may be all the law requires. You have service to render in the home that will increase your efficiency in the school. Teach out of doors as well as in.

There is a pressing need for school improvement both in town and country. The cost is too great for the results attained. Children are not attracted by the best things and the best things must be made attractive.

Agricultural and household arts have in the past had no place in the big schools. Children were not instructed in the things that have most to do with their after life.

These things have been introduced lately. Studies are multiplied, often unnecessarily. Judgment must be used in the curriculum. Some things must be given less time or thrown out altogether and the studies of greater importance must be taken up and more time devoted to them.

There is too much pessimism. The teachers not reared on a farm have little if any sympathy with a farmer or his wife and they often repel or are repelled or both when they come into contact. Nothing is more repellant than an air of superiority manifested by a teacher in a neighborhood. If you think you are superior don't say so or show it by scornful or patronizing airs. Ask other people some things, listen to their suggestions, hear their stories, encourage them to tell things. You may learn some things that way and you will have a better chance to reach others.



METAL AND WOOD-WORKING SHOP VIEWS, DEPARTMENT OF ENGINEERING

Mr. Clarke spoke for better organization and advocated township superintendency as an aid to efficiency, though the township superintendency might in some cases be one superintendent for more than one township, his idea being that one county superintendent could not do the work necessary to be done. He insisted very strongly on the need for better organization and the teaching of agriculture and the domestic arts. In fact this was reiterated to such an extent as to render what was announced as a lecture, to be a talk, though it was full of interesting matter. He said the attendance at school is too small a percentage of the enumeration and that the superintendence he advocated might remedy this. He said that of eight Boxwell graduates only one goes to high school. He advised the getting of gasoline stoves for country school houses; that each child bring a plate, cup, knife, fork, and spoon, and that warm lunches be prepared in the school to be eaten instead of the cold dinners. In this way the table manners of the children may be improved.

In conclusion he said that 87 per cent. of the schools have no course of study, though the law requires it; and that he was ready to go to any school house or to meet teachers or boards of education to arrange courses of study or do anything he could to increase the efficiency of the schools and improve general conditions. He was ready to talk on all sorts of subjects connected with school affairs and problems.

## PRACTICAL SIDE OF EDUCATION

### Being Taught to Agricultural Students in O. U. Summer School

In the laboratory of the Agricultural Department of the O. U. University just now may be seen things that indicate mechanical ingenuity and analytical ability on the part of summer students as well as some other desirable qualities.

The students' work shows that listening to lectures and taking notes, studying text-books and reciting, are not the whole thing. There is a carpenter's bench and tools in the room and on tables are evidence of skill in wood-working in the shape of models, among which are: a land roller, a land drag, two kinds of tooth harrows, a one-horse weeder, a double shovel plow, a split-log drag for use on the roads, fireless cookers, fly traps, and an egg tester.

There are collections of barks of trees, nut dogs, leaves healthy and diseased, tree seeds, useful grains, weed seeds, insects, and specimens of grafting and good and bad pruning, etc.

On two cards are fastened and named various kitchen utensils bought by two of the girls of the class from an Athens store, 10 articles for 50 cents. One curious thing about these purchases and collections is that only one article is duplicated. There are 19 different things on the two cards only the egg beater appearing on both.

Hattie Rains, of Leesburg, selected: potato ladle, plate scraper, chopper, soap shaker, cream whipper, egg beater, bread toaster, tea strainer, lemon squeezer, pancake turner.

Nellie Ruff, of Thurman, chose: vegetable brush, asbestos holder, mixing spoon, egg beater, paring knife, toasting fork, pancake turner, measuring cup, biscuit cutter, kettle cleaner.

One set of one dozen samples of wheat and its products in small round necked glass bottles shows how cheaply one may make up collections instead of paying fancy prices for them.

In these bottles are wheat in head, wheat thrashed, and then a series of samples showing the gradual change in the course of manufacture by a steam roller mill. There are samples taken from each of the ten bolts of strainers as the material becomes finer and finer until the fine flour is finished. The bran and shorts are also shown. In these ways the tedium of study is lightened and fine results of practical nature are taught which will be passed on by the teachers in their public-school work.

### Founder of the "Penny Lunch," Miss Ella A. Walsh, is Interviewed.

Among the students at the Ohio University Summer School who are taking instruction in the Home Economics Department is Miss Ella A. Walsh, of Cincinnati. She is a teacher in the primary department of the Jackson school and has charge of the first grade.

The Jackson school which has an attendance of 650 is situated in the southwestern portion of the City and that is the poorer, the tenement portion of the City inhabited by foreign and native poor white and colored people.

If Miss Walsh was nothing more than a teacher there her name would hardly be worth mentioning as one among the 1,138 students at the Summer School. But she is the founder of the now popular penny lunch for the poor school

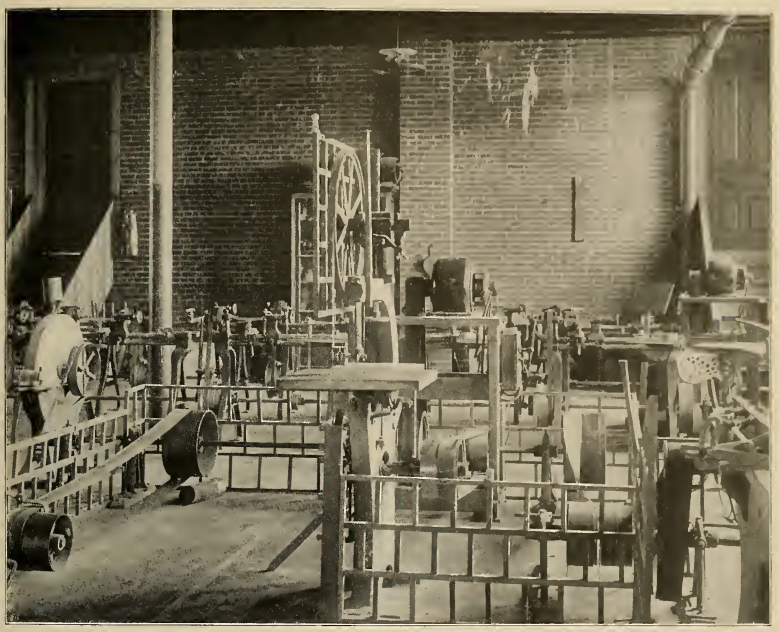
SOME EQUIPMENT IN MANUAL TRAINING

children which, established in the Jackson school April 13, 1908, has become what may be called a part of the school system in 41 cities of the United States.

Miss Walsh has eyes that see, a mind that thinks, and a heart that feels. Her eyes saw, among the poor children at the school where she taught, many with pinched faces whose evidently anemic condition was the result of half starvation. She saw starving bodies and realized that the children could not study as those well fed were able to. The children suffered the pangs of hunger and scarce ever knew the sensations following a full, nourishing meal.

Many teachers had noticed these things, many no doubt deplored the condition, but it remained for Miss Walsh to think out and get a remedy into operation. Many of these poor children came to school without breakfast in the morning. Their mothers who have to work for a living left their home before the children were up,

GEORGE E. Mc LAUGHLIN
Instructor in Electricity and Shop Work



WOOD-WORKING EQUIPMENT

often leaving but two cents for them to buy something with, which would be spent for pretzels, pickles, ice crean cones, or even beer.

So Miss Walsh thought out the penny lunch. She got Principal C. J. O'Donnell and Superintendent of Public School, Dr. F. B. Dyer, interested in the matter, and the sanction of the Board of Education was secured for the trial of her plan. A kitchen was equipped in the basement of the school building and an appropriation of $200 was made to pay a cook. The teachers served the lunches. Good hot soup was served at one cent for one-half pint with bread and various portions of clean, wholesome, nourishing food were served for one cent each.

The service at the Jackson School, which averages 650 portions served daily, before school, at recess at 10:30, and at noon, from a menu of choice, appetizing fare of such constantly changing variety as the market affords, is self-sustaining as far as the price of food material is concerned, and yields in addition a portion for the absolutely penniless pupil, and a little balance for replacing dishes, utensils, etc.

Occasional and voluntary donations of supplies in holiday seasons by public spirited citizens are made a basis of little feasts, at which the diners fare sumptuously for a penny. Varying with the markets and the seasons, and constantly changing, the following articles of food are served at one cent each portion:

One cup of soup with slice of bread.

Hot Sandwiches—Beef, veal, lamb, wiener, chicken, turkey.

Cold Sandwiches—Egg, cheese, tomato, sardine, lettuce, molasses, honey, pineapple.

Vegetables—Baked sweet potato, baked Irish potato, mashed potato, baked beans, spaghetti, macaroni, spinach, kale.

Cereals—Cream of wheat with sugar and milk, oatmeal with sugar and milk, rice with sugar and milk.

EIGHTH-GRADE BOYS IN MANUAL TRAINING WORK

Fruits—Apples, oranges, bananas, dates, figs, grapes, dried fruits, canned fruits, raisins, watermelon, ice cream, cakes, nuts.

Allmeats and cereals are cooked in fireless cookers, the food being put in them the day before so that all is ready early in the morning.

When the feasibility and practicability of the plan were assured by the experience at the Jackson School it was taken up by several of the women's organizations in Cincinnati, as The Women's Civic League, The Jewish Council of Women, The Woman's Club, and The Mother's Association.

The Board of Education, at its meeting in June, 1912, authorized an appropriation of $2,000 per year in addition to an appropriation of $200 per year previously allowed the Jackson School to pay the wages of cooks in eleven Cincinnati Schools.

In justification of the outlay on the part of taxpayers, Dr. Dyer stated that since the Penny Lunch was first installed in the Jackson School, the physical standard of the pupils has been raised 50 per cent. and their mental efficiency correspondingly increased.

Dr. Dyer in a letter to Miss Walsh dated Boston, Mass., October 11, 1912 says:

"My Dear Miss Walsh: I have examined with much interest the statement made concerning the Penny Lunch movement in Cincinnati. I have seen this benevolent enterprise develop from its incipiency. Too much credit cannot be given you and the other splendid social workers and teachers who have given of their time, strength, and means to secure its maintenance and insure its success.

"Through wise planning, the movement so far from weakening the sense of responsibilty of the home has aroused the interest of the homes in better hygienic conditions, and has fostered more intelligent selection and preparation of nourishing foods.

"I have found nothing but good results from this philanthropic movement."

Miss Walsh will not take credit for the work all to herself but she speaks highly of Miss Bechmann, a fellow-teacher, who instructs the same children in German that are instructed in English by Miss Walsh—as a helper in the work.

PENMANSHIP DEPARTMENT

TYPEWRITING DEPARTMENT

It is certainly a tribute to our Summer School here, and The Home Economics Department especially, that such a lady as Miss Walsh should come here for instruction.

When Miss Kamerrei, the nurse employed by the Ohio Anti-tuberculosis Society, was here a month she visited our public schools and found children there who were underfed and Athens seems to need something akin to the Penny Lunches.

**MINNIE FOSTER DEAN**
**Instructor in Stenography**

## MERITORIOUS WORK OF LOCAL ARTIST

### Miss Chubb, Student Under Miss Stahl, is Accomplishing Much

One of the surest evidences as to the ability of teachers in any line of work is the high esteem in which they are held by capable students, and the work that is done by those students.

Judged in this way, Miss Marie Louise Stahl, Instructor in Drawing and Painting in the Art Department of the Ohio University is certainly an excellent teacher as well as an accomplished artist.

Among those who have received instruction from her is Miss Ida M. Chubb, of Corning, Iowa. She studied at the Cumming's School of Art, Des Moines, Iowa. Two years ago she came here and studied under Miss Stahl. Then a year ago she studied in the Art School in Columbus. This year she is back again studying under Miss Stahl who, Miss Chubb says, is one of the best teachers she ever met.

Miss Chubb is herself an artist of more than ordinary ability and makes splendid pictures in water colors, oil, and pastel. Her work is portraiture, landscape, and still life. Quite a number of her pictures were on exhibition in the Ewing Hall studio during commencement week and they were very much admired for their artistic quality. They show a mastery of form and color and a delicate sense of proportion. In the county recorder's office, a picture in pastel made by Miss Chubb may be seen, which for naturalness is hard to surpass. It is a corn basket lying on its side with a few ears of yellow corn in it, some of them in shadow. Outside the basket are some ears of corn, one with the husk stripped back. One of the ears is partly shelled showing the red cob. Some grains of corn are strewn around. There is also a dish and a jug. Unless one saw the picture he could hardly believe such work possible. The grains of corn are natural enough to deceive a bird.

Miss Chubb won prizes with her pictures at Des Moines at the Iowa State Fair, the Wisconsin State Fair, the Kansas State Fair, and a number of fairs of lesser note and proportion.

**MARIE LOUISE STAHL**
**Instructor in Drawing and Painting**

**Art Studio.**

**Art Studio.**

**Art Studio—College of Arts.**

She has travelled and sketched and painted in many states and is busy making pictures of persons and quaint places in and around Athens, which she declares is a most delightful place with artistically beautiful surroundings and nice people.

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## MISS EVA REICHARDT OF ARKANSAS, ADDRESSES SUMMER STUDENTS

Miss Eva Reichardt, of Little Rock, Arkansas yesterday afternoon gave a lecture in Ellis Hall Auditorium on "Correlation of Work in Rural Homes and Schools." Miss Reichardt is state organizer of the School Improvement Work in Arkansas and works under the direction of the Arkansas State Board of Education. She is one of the three members having control of the State Library Association and is Secretary of the Little Rock Playground Association. Miss Reichardt, partly in the interest of her work of school improvement, is spending part of her vacation in Ohio, and during the Summer School here, may be found any day at one of the book stands in the lower corridor of Ellis Hall, selling books. After the school is over here the lady will spend a short time on an Ohio farm home, from which as a center she will make a study of rural conditions in Ohio.

Her lecture yesterday indicated that she is a lady of high intelligence, wide education, having much knowledge along the lines of which she talked, has a good command of pure English, a bright, kindly disposition, and an easy, graceful manner under all circumstances .

In her lecture she told of what has been and is being done in Arkansas to improve the conditions of the people generally and in the rural districts particularly through the instrumentality of the schools, with the help of the people themselves. Arkansas and other southern states are not so advanced as Ohio.

Geo. B. Cook, the Arkansas Superintendent of the State Board of Education, found that 85 per cent. of the people of that state live in the country. The country children were largely brought up in ignorance. There were large districts where there were no schoolhouses and in other places the schoolhouses were very bad. Mr. Cook wanted a woman to help him in the work of awakening the people to the need of, and getting them interested in, school improvement, so he secured the services of Miss Reichardt. Much had been done for the improvement of town schools but the rural schools had


Director's Office, School of Oratory.

**Auditorium—School of Oratory**

been neglected. Miss Reichardt went to different parts of the state and organized school improvement associations of which she is justly proud. The improved conditions resulting are the result of co-operation. Co-operation is the carrying out of the Golden Rule, the exemplification of brotherhood.

The sum of $150,000 was spent by school improvement clubs during the first year of their existense in beautifying school buildings and their surroundings, adorning the walls with pictures, putting in school libraries, erecting drinking fountains, etc. From the school houses the work of improvement was carried to the homes of the people. They were shown what they were capable of and their possibilities. A line had been drawn between public and private schools, so that while all the best things might be had in private schools it was felt that they were not for public schools supported by taxation.

Adornment was out of the question. There was no money for such things. The people were got out to the public meetings, even the women came out, consolidation of schools was talked of and state aid secured. Entertainments were given and the money so obtained was used for better equipment. When they

**HARRY RAYMOND PIERCE,**
**Professor of Public Speaking**

Normal Art Studio.

are better equipped and when the teaching is more adapted to the life of the people, farm life itself will be improved and social life bettered.

The school houses are made social centers and school and home brought into nearer relationship to their mutual advantage.

Boys' and Girls' clubs were formed–boys' corn and cotton clubs, girls' canning clubs. A grant of $1,200 came from Washington to aid the work and 8 counties were selected in which to expend the money. There, girl teachers who had made good were selected to work up sentiment and organized clubs.

The girls in the canning clubs would raise 1-10 of an acre of tomatoes and put them up for sale in various forms by canning, making into chowder, catsup, etc. One girl thus made $160 off 1-10 of an acre. Arkansas was the only state in the South last year to send a girl to Washington as a reward for this sort of work.

The children are instructed in regard to sanitation, health and its perservation, disease and

MARY J. BRISON, B. S.,
Instructor in Drawing and Hand-Work

**Permanent Quarters of The Y. M. C. A.**

its cause and cure. They are told of Luther Burbank and the improvement of vegetables, fruits, and flowers. In China, doctors are paid to keep people well while here we pay them to cure the sick. To teach the laws of life and health is of first importance in education.

Here Miss Reichart told the teachers present —and they constituted by far the greater part of her audience—that they had a greater work to do at home than foreign missionaries have abroad.

The southern schools can do much to help the farmers' wives in their homes and this can only be done by sending the best teachers there. In many places in the South, the farmers raise only cotton and part of what they need for their table. They have to buy their horse or mule feed and they also buy a great deal for domestic consumption of what they might raise more cheaply themselves. The teaching of agriculture in the schools, through boys' and girls' clubs, and exhibtions of agricultural products, will result in all-round benefit. Women's clubs, in the county, which hold their meetings in the farm homes of their members, where practical affairs are talked over, have a socially improving result. The books from the libraries on different subjects relative to every-day affairs as well as those of literary value all help in the work of rural uplift. Co-operation among farmers is doing very much for them and the state can do nothing better with money than appropriate it for this sort of education. Some legislators

**Willis L. GARD, A. B., Ph. D.,**

**Professor of the History and Principles of Education**


Y. M. C. A. CABINET


**Permanent Quarters of the Y. M. C. A.**

are opposed to using money for this sort of thing, but the majority have their eyes open to its far-reaching results and are willing to vote for state aid to advance it.

In Arkansas the school year is from 5 to 12 months. In 1912, a new school house was built for every working day in the year, costing from $2,000 up to $100,000 each.

Miss Reichardt said she believed that in country schools less should be taught in school houses and more in the woods and fields. She expressed herself as very hopeful for the future, and no wonder, for her heart is evidently in the work.

## THE DEADLY HOUSE-FLY

Dr. W. A. Matheny, Professor of Civic Biology and Botany at O. U., gave a lecture at Ellis Hall to the summer students. It was announced as a lecture on civic biology but it was a very interesting lecture on the house-fly or, as he termed it, the typhoid fly. It was a lecture on civic biology as a lecture on gooseberry bushes might be a lecture on horticulture or a lecture on roses might be a lecture on botany. Civic biology, the Professor said in his opening, is a science with its living interests, and one of the greatest problems we have to face is the insect relation. It has been estimated that the damage inflicted by insects amounts to $1,000,000,000 annually. The good they do has not been estimated but it probably is as large as the damage. The house fly or typhoid fly is an unmitigated evil. It is the most deadly animal on earth and is not exceeded by the deadly cobra, the most dreaded snake of India.

It breeds and feeds in filth and carries the germs of disease wherever it walks. These germs it leaves wherever it alights, whether on any kind of human food or on domestic table utensils, and from there the germs are taken into the human body. A microscopic examination of one fly showed there were 5,000,000 of these bacteria on its feet. Fly specks have been examined 23 days after the fly had eaten and living germs have been found which, if put in milk, would breed and be liable to communicate disease to any one drinking it. Flies carry from 700 to 7,000,000 of disease germs with them after they have had access to the sputum or excrement of persons suffering from certain diseases. They will communicate tuberculosis 16 days after eating the sputum of an affected person. In the Spanish-American war flies killed 22 men to every one killed by the Spaniards. In the camps where the soldiers were

CLEMENT L. MARTZOLFF, M. Ped.,
Alumni Secretary and Field Agent

kept in this country typhoid fever raged and carried off soldiers at a frightful rate and it was one of the most awful and glaring cases of inefficiency of the medical branch of the army on record. It was noticed there at last that flies' feet were white. They were then traced to the open vault and pits of excrementitious matter on which lime had been thrown. There they walked and fed, there they got their feet covered with typhoid germs, and then they flew to the mess tables and got on the food to sick and well soldiers where they got into the men's mouths. How different has been the condition of affairs recently while our troops have been in large numbers on the Mexican border.

Flies have been marked on their backs with red and thus traced from filth to poor people's tables. Many people are chronic carriers of typhoid. Probably 5 per cent. of those who have it carry the germs in their sputum and excrement all the time. Professor Syles made a study of farm conditions in seven southern states and found typhoid germs in many of the closet vaults. In recent years the cause of a number of diseases has been traced to insect carriers, chief of which is the common house fly.

The female fly lays 128 eggs at one time leaving them in the filth to hatch out in 6 to 8 hours. These remain as grubs from 6 to 8 days and then go into the pupa stage in which they remain 6 to 8 days longer and then hatch out as flies. One fly thus produced will lay 900 eggs in one summer.

Control over the fly has three phases:

First—The left over or hibernating flies may be killed in the winter. They hide behind pictures and in hidden, out-of-the-way places.

Second—Screening. The houses and premises should all be screened. Keep the flies out, and off the food. It is said that $ 10,000,000 a year is now spent for screens.

Third—Trapping. The best kind of traps may be seen along the streets in Athens. They have funnel shaped entrances. Brown sugar and vinegar make the best bait and if one tablespoonful of formalin is added to each quart of this mixture you have an ideal fly poison. Last year the Athens Messenger instituted a fly contest. It offered money prizes for the greatest number of flies brought in and there were 12 bushels of flies caught. The result was wholly good. Such contests have been carried on in other cities. In Baltimore, 10 cents a quart was paid for flies. In Cleveland clubs were formed for fly killing and the New York Times said it was the greatest work ever done along the line of civic biology. Some persons may say there are now as many flies as ever, but there is a different sentiment and there are more screens. It is said flies do not go far up. The upper floors of sky-scrapers fare ree from them. In Oak Park, a suburb of Chicago, the fly is nearly exterminated. They have a fly ordinance and the police inspect back-yards and out-of-the-way places for fly breeding places and harbors. Flies do not breed in cow manure Farm homes may be freed from flies. Teachers should take the matter up in school and tell the children about it. Information may be obtained from Edwin Hatch, Secretary American Civic Association, New York, or from the U. S. Dept. of Agriculture, Washington, D. C. Two bulletins on the house-fly may be obtained.

The lecturer read the following:

THE HOUSE-FLY AS A CARRIER OF DISEASE

Adrienne Cody (age 16), of Central Park School, Topeka, winner of second prize, 7th and 8th Grade Series:

"I am a fly. I'm not very old and am just learning where to find the best things to eat. My favorite places are in the spittoon in the sitting room and the uncovered garbage can on the back porch. Of course some flies would be bothered about having to go out of doors to get to that can. But it doesn't worry me. In the house where I live there aren't any screens, so I can fly from the garbage can to the spittoon in perfect safety. I often stop on the way, though, to get in the sugar bowl or crawl over any eatables that are handy.

"There's a baby in this house who annoys me very much. Every time I leave the spittoon and crawl into baby's mouth it cries and spits me out. Of course I leave a few tuberculosis germs in its mouth, but it doesn't seem like that would hurt the baby.

"It seems to me like people don't know what is good to eat. At least the people in this house don't. Why, they throw away all the good things. They put them in the garbage pail. I am endeavoring to show them what good things are, however, for I get my feet all sticky in the garbage can, and then go and wipe them on the bread. About a hundred of my companions are doing the same thing. I really believe that the people are beginning to like it, for they never trouble us any more. We wipe our feet on the bread in peace and quiet.

Y. W. C. A. CABINET

**Dr. Copeland's Recitation Room**

"I heard the woman across the way say that she believed flies had something to do with the man in this house having consumption. I wonder if he got it from the bread

**FLETCHER S. COULTRAP, A. M.,**
**Principal of the State Preparatory School**

"The woman across the way is losing all her flies. They're all coming over to our house. She won't give them anything to eat. She covers up her garbage pail, has tight screens on all her doors, and is a terror to flies in general. Her children are such happy, hearty youngsters, while the children in this house are always cross. They never get any afternoon nap. The flies won't let them.

"There's a very great deal of illness in this house. Two of the boys have malaria and the father is never well. I heard the mother say to the woman across the way 'I really do not know what to do for all this sickness. It drives me distracted.' What do you think that woman said? Why, 'Swat the fly,' of course. At which I ducked. Oh yes! The baby has the typhoid." —The Fly Fighter.

## AGRICULTURAL EDUCATION

Outline of a lecture, by Oscar E. Dunlap, before the students of the Summer School, given in Ellis Hall, on the afternoon of July 24th.

His topic was treated from the historical standpoint and in a way that showed his familiarity with the subject and his effective way of imparting knowledge to those who listen to him.

He said in part: Agriculture has existed as an art since the beginning of civilization but its pursuit as a science is of very recent origin. Justin

**ALEXANDER S. THOMPSON, Mus. D.,**
**Director of the College of Music**

Von Liebig was the first man who considered the subject scientifically. In 1840, he published a paper in which he described plant nutrition. He believed certain elements necessary in the soil for plant growth, that any element lacking could be supplied, and that the constituents of any plant could be determined by burning it and analyzing the ashes. He conducted a private agricultural experiment station from 1845 to 1849. This led to the founding of the agricultural experiment station at Moeckern in Germany in 1851, the first institution of the kind to receive government support. The oldest of all these stations is that of Lawes & Gilbert at Rothamstead, begun in 1837. This experiment farm contains 90 acres and has always been conducted as a private enterprise.

In Ohio, the first attempt at agricultural education was in 1835 by Dr. Carey who founded the "Farmers' College" at College Hill near Cincinnati. This proved a failure and nothing more of the sort was attempted till 1854, when Dr. N. S. Townshend opened what was known as the Ohio Agricultural College at Oberlin. It was not patronized to a sufficient extent and soon ceased to exist.

In 1862, the Morrill act was passed by Congress. This act provided for the founding and maintenance in every state of colleges where the leading object, without excluding instruction in scientific and literary subjects, should be the teaching of branches relating to agriculture. Land grants were made for this purpose. In 1864, a law was enacted authorizing the establishment of an Agricultural and Mechanical College in Ohio. It was established in 1870,

Training-School Class in the School Garden.

Summer-Garden Students in the School Garden.

**Primary Pupils in the School Garden.**

and its name was changed to Ohio State University in 1878. The present status of agricultural education in Ohio is largely due to the persistent efforts of Dr. Townshend.

There have been four great State agricultural institutions in Ohio: The State Board of Agriculture, the State College of Agriculture, the Experiment Station at Wooster,and the Agricultural Extension School.

The State Board of Agriculture was at first an independent body. It had control of the State Fair and also took a hand in the management of County Fairs. The first state agricultural fair was held in 1850 at Camp Washington near Cincinnati. It was moved around from one county to another till in 1873 it was held on the Franklin County Fair Grounds. It was held there till 1886 since which time it has been held on the present grounds. These grounds are the property of the State.

The State Fair is a great educational institution and with one or two exceptions is as good as any in the United States. The crop reports gotten out by the State Board of Agriculture are conceded to be the best published by any state.

In 1881, the Board undertook the inspection and analysis of fertilizers. All fertilizers sold in Ohio must be analyzed and their usefulness guaranteed.

In 1902, the Board was constituted a State Board of live stock commissioners. It has a state veterinarian and six assistants. If needs require, these may be increased without limit. They inspect sick animals and have power to kill them, the state paying approximately half the animals' value. The diseases treated are chiefly glanders, tuberculosis, hog cholera, and rabies. Hog cholera serum which is prophylactic is furnished at cost.

**WILLIAM A. MATHENY, A. M., Ph. D., Professor of Civic Biology**

**Students who are doing Practice Teaching in the Primary Grades.**

In 1902, a Nursery division was established. This has charge of nursery and orchard inspection. All nursery stock must be inspected before sale and it is unlawful to sell or give away uninspected trees or plants.

In 1904, the department for the inspection of commercial food stuffs was added. Samples are secured and analyzed and their sale licensed or suppressed.

The Ohio College of Agriculture made very slow growth in the first twenty-five years of its existence. The enrollment in 1895 was only 41. Since then it has grown rapidly. It is crowded to its capacity and has more students than any other college of the State University, there being between 1,500 and 1,600 students.

An agricultural club was started in Springfield Township, Clark County, in 1903 by A. B. Graham, the present head of the Agricultural Extension Deparment of the State College.

The Experiment Station was started in 1882 as a part of the Agricultural College. The soil there being unadapted to supposed needs, it was moved to Wooster, where there are 300 acres on which all sorts of experiments are being tried with grasses, grain, cattle, and hogs. It regularly issues bulletins which are second in value to none in the world. The work done is unexcelled in the United States. It has 215 men employed in different departments.

Dr. Townshend was the originator of the farmers' institute in 1845, but the idea was not firmly established till 1880 and now five in each county annually are provided for by law. The speakers are selected by the State Board of Agriculture. The object is to bring the farmers and their families into touch with and receive benefit from all the State Agricultural Institutes. Within the last few years these have been attended as never before.

The increasing yields of crops in Europe and fertility of the soil are attributed to state instruction, France being in the lead.

By recent legislation all these State Agricultural Institutions are put under one control, The State Agricultural Commission. The four commissioners are: A. P. Sandles, S. H. Strode, Prof. Williams; the Wooster agronomist, and Dean Price of the Agricultural College.

## LECTURES ON DAIRYING.

### By Prof. C. C. Hayden, Chief of the Department of Dairying, State Experiment Station, Wooster, Ohio.

The following is a summary of two lectures by Prof. Hayden, June 30th and July 2nd. They contain information particularly valuable to people residing in Southeastern Ohio:

Lately there has been a disposition to boom the dairy business and represent it the best of all farming occupations. It is a good business if carried on properly but the lecturer would not say it was the most profitable of all.

It is the best for maintaining soil fertility. If the dairyman sells his milk, he makes the greatest drain on his soil. If he sells only his cream and feeds the skimmed milk to stock on his farm, the drain is less. If he sells butter, the drain is least of all. In any event the selling of cow-products drains the soil of its fertility less than the raising and selling of grain. The drain is in fact only one-fourth that of corn. Another factor to be considered, however, is the labor involved and that is greater in the dairy business, both as to amount and quality. In other words it requires more persistent every-day work and more brains to manage and run a dairy than to raise and sell grain or stock. The cow is the most economical of all farm animals, inasmuch as for the food it eats it returns more food, and this is owing to the quantity of milk it gives and the quality of the milk. A two-year old steer may weigh 900 pounds but a cow will give more than 900 pounds of all digestible food each year and the cow is still left.

There are several things to be considered in connection with dairying. First is the market. That for milk must be near. Cream may be sent long distances. Butter may be sold anywhere and will always bring something. If butter is not a good price it will not pay to make it.

Another thing is farm adaptability. In hill pastures only the best will do for cows. Almost any will do for sheep. There must be some good plow land on which to raise grain and other crops, and plenty of good water is an absolute necessity. Proper buildings are indispensable and better ones are needed than for grain farming.

Another essential to success in dairying is good or better cows, better feeding and care than is usually given, better care in handling the products, and better all around knowledge on the part of the farmer.

There are in Ohio 1,000,000 cows and heifers averaging in value $60 each. The average cow gives 4,000 pounds of milk annually, containing 160 pounds of butter fat from which 192 pounds of butter may be made. A cow should produce 6,000 pounds of milk a year with 5 per cent. butter fat. If she does this she is a good cow. If all did this it would increase the value of Ohio's output $17,000,000 annually.

The lecturer advised country school teachers to get their pupils to find out what the cows at home were doing, to weigh the milk and have it tested with a Babcock tester. Milk should be weighed for a whole week, then miss six weeks and try again another week.

As showing possible production instances were cited. A Holstein cow in Wisconsin produced 27,432 pounds of milk in one year, containing 998 pounds of butter fat which would make about 1,250 pounds of butter.

A Holstein cow in Ohio produced 1,000 pounds of butter fat in one year but gave less milk. Several cows gave over 4 > pounds each in seven days. Cows have been so fed as to force them to their highest production and have been ruined in a year or two by so doing. In some cases cows eating the same amount and kind of food have produced three times as much milk as others.

One herd of ten cows was tested for a year and the loss caused by them was $12.38 yet the profit on two of these cows was $64. If the other eight had done as well the profit on the herd would have been $320. Another herd of thirteen cows made a profit in one year of $607 or a little over $46 each.

In conclusion the lecturer spoke of breeds of dairy cattle in order of value. Jersey, named from the Island of Jersey where they originated, where they have been bred for hundreds of years and where importation of other cattle except for slaughter in a short time is a criminal offense, is the smallest of dairy cattle; color, lemon fawn to black; has black tongue and switch; the quantity of its milk is least, but richest, showing 5 per cent. of butter fat, which means 6 pounds of butter from each 100 pounds of milk.

Guernsey is named from the island of Guernsey, where it originated. As a breed it does not date so far back; color, orange fawn to red with white markings. It is larger and rougher than the Jersey, it gives more milk of much the same quality but the butter has a higher color than the Jersey.

**Students who are doing Practice Teaching in the Grammar Grades.**

Holstein-Friesian is large and in color black and white; its markings are clear with no grading. It is the largest of the dairy cattle and produces the largest quantity of milk of the poorest quality, ranging two to four per cent. in butter fat.

Ayrshire, from Ayrshire in Scotland, is of medium size and milk production with average amount of butter fat. It is hardy; color, white and red to dark brown with nearly upright horns.

The Brown Swiss cattle are probably prehistoric. Horns, skulls, and bones of cattle have been dug up in Switzerland and have been found in lake Swiss dwellings, which date back to the Bronze Age, that closely resemble those of the Brown Swiss to-day. It is a dual purpose breed. It is large and rough, variable in size. The standard weight of the cow is 1,300 to 1,400 pounds at maturity. Color, light or dark brown, that most esteemed being a dark brown or mouse color, fading to gray along the backbone to the tail head, and sometimes also about the belly. Mealy or creamy ring about muzzle; under white usually, hoofs black, horns white.

The Dutch Belted in size are smaller than the Dutch-Fresian; in color, black and white; fore and hind parts black; a wide band of white all around middle of body. The cows weigh from 900 to 1,250 pounds. In a trial of 5 cows a record was made in 120 days of:

Yield of milk—24,893.5 pounds.
Churned butter—977.1 pounds.
Net profit on butter—$111.96.
Total solids—3,066 47 pounds.
Value solids—$ 275.98.

The Kerry is a small Irish breed from county Kerry, Ireland. Cows weigh from 500 to 600 pounds and are sometimes not more than 40 inches high. It is hardy and its color is black though occasionally red occurs. As a milk producer it ranks high. One cow, Red Rose, gave 10,000 pounds of milk in one year. Some have given 12 quarts of milk daily during season and from 6 to 7 pounds of butter per week is an average yield for cows of this breed. Some had given 16 quarts every day for some time after calving. The milk is of superior quality, being rich in butter fat.

Other breeds referred to were the short horn or Devon, which while not a strictly dairy animal has record for some remarkably good milkers. In England it is used for dairy pur-

**Students who are doing Practice Teaching in Music, Drawing, or Domestic Science.**

poses, but here for beef The Polled Angus, the Harford, and the Galloway are all really beef breeds.

The keepers of pure-bred cattle have associations which promote their interests, keep books of registry, and generally try to keep up and develop their industry. They, by means of tests, have established an aristrocracy of their breeds to which advanced registry is given.

Pure breeds are best but only about 4 per cent. of the cattle in the United States are pure bred, registered cattle. The others are native grades and scrubs. All cannot get pure breds because there is not enough of them. The common cattle must be used to build up from. A scrub should never be used for breeding even if it is a pure bred animal. Select only the best tested animals for breeding whether for beef or dairy purposes, and reject the poorest. Choose the type of animal you wish and breed up to an ideal. Selected grades are better than poor thorobreds of any sort. Pedigree is good enough in its way but amounts to but little without production. Eight thousand pounds of milk a year from a cow is a possibility in a few years' result of careful breeding. Get as good cows as possible and never raise calves from a poor producer. Especially don't keep male calves from poor cows for breeding purposes.

Next as to care of dairy cattle. Poor care carries loss. The average farmer does not understand the principles of feeding. Of 100 pounds of feed given to cattle, 60 pound goes to maintain the body, the other 40 pounds goes to production. If the ration is cut in half the returns are slim. High production from a cow necessitates high feeding. The amount of milk given must determine the amount of feed and also the kind. Milk contains protein, carbo-hydrates, and fat in certain proportions, so feed must be given containing these elements in the same proportion. The carbo-hydrates and fat are interchangeable but not so with the protein. The proper proportion is 1 pound of digestible protein to 6 pounds of digestible carbo-hydrates and fat. A 1,000 pound cow needs .7 pound protein, 7 pounds carbo-hydrates, and .1 pound fat per day in two feeds. These are digestible nutrients and make a balanced ration in which there is no waste. A cow that is a high producer will need 1 pound of protein to 7 pounds of other constituents. Bran has a proportion of 1 to 4 of protein. Alfalfa hay about equals it. There is no such thing as a mathematical ration adapted to all alike. You must start with a standard ration and then cut and try till you get that best adapted.

A model ration for a 1,200 pound cow per day divided into two feeds would be protein 2.44, carbo-hydrates and fat 16.20. To get this take 20 pounds of clover hay containing protein 1.24, carbo-hydrates and fat 7.88, 8 pounds ground corn containing protein .624, carbo-hydrates

and fat 6.12, 5 pounds bran, containing protein .595, carbo-hydrates and fat 2.38.

**Frederick C. Landsittel, M. S. in Ed., Professor of the Art of Teaching**

The best feed grown on farm is corn but it is not a balanced ration. Silage is best for cattle but it lacks protein. Its value lies in its succulence which keeps the cow in good condition so that it has appetite and converting and producing power. Corn furnishes more feed at less cost than any thing else. Oats is good feed but too expensive. Sweet clover is high in protein though cattle unused to it don't like it. Don't grow timothy hay for cattle. Each cow should have one ounce of salt per day for every 1,000 pounds of its weight.

## STUDENTS VISIT STATE FARM

In spite of the great heat the annual summer-school expedition to the Carpenter experiment farm was enjoyable as well as profitable. About 112 students and others from Athens made up the largest part of the crowd, while recruits came aboard the train at Albany and other way points swelling the number to about 120. Many also came in from the surrounding neighborhood so that more than 200 persons were present during the afternoon to hear the talks by the men from the experiment stations and by others.

The first thing on the program was a visit to the apple orchard, where an explanation was given of the different kinds of insect enemies which the orchardist has to combat, and the appropriate remedy for each one. Attention was called to the biting insects which can be controlled by poison sprays, and the suckling insects which require a different spray—either an irritant, or one which closes up the pores through which they breathe. The woolly aphis which stunts the growth of the tree when present in numbers, was shown, and also the green aphis such as is often seen on rose bushes, and which causes the leaves to curl, especially those on the lower branches of the trees. All who are interested in this subject were urged to send to the State experiment station at Wooster for the spraying calendar, which gives full directions as to the time and the manner of spraying for the different insect pests.

It was stated that the frost on May 11 probably destroyed three-fourths of the apples in the State. It was estimated that Meigs county would not have 10 per cent. of a crop.

The peach orchard was next visited, and it was there seen that while all the trees are thrifty and vigorous, those on ground that is regularly cultivated are in the best condition.

**Hiram Roy Wilson, A. M., Litt. D., Professor of English**

The experiments with wheat are most comprehensive and instructive. Separate plots were shown on which many different varieties are growing, and under varying conditions. Some results will be given further along.

At the sheep barns bunches of lambs are being fed different rations —different combinations of timothy, alfalfa, corn, oats, and oil meal, with a view to finding which gives best results. One part of this barn is provided with many glass windows and plenty of ventilation, for use in growing so-called hot-house lambs for the city markets. These lambs are born about December and January, and fed all they will eat, and when they weigh 50 to 60 pounds are shipped to the eastern cities where they bring $8 or $9 per head.

After a visit to the chicken pens where fine flocks of white Leghorns are kept and where the trap nest was demonstrated, the party returned to the house, or rather to the shady lawn about the house, where luncheon was disposed of. After an enjoyable rest under the shade of the fine trees that surround the house, the crowd was assembled, and both entertained and edified by the excellent, practical talks given by Messrs. Williams, Riggs, Hammond, and Elliott, besides Superintendent H. D. Lewis, of the farm, and Dr. Copeland, who managed the expedition, and of course did it just right.

We can merely mention two or three of many practical results of the experiments which have been carried on at this farm during the past ten years. Experiments with corn show that slightly better yields had been gotten from Darke County Mammoth than from any other variety on that particular soil, while Leaming, Reed's, and Boone County White were not far behind.

Many and careful tests with wheat showed that the Pool, which produced on an average nearly 26 bushels per acre, good years and bad, was slightly in the lead; also that when 8 pecks to the acre were sowed, the yield was a little better than when a less amount of seed was used. And finally, tests extending over several years indicated that wheat sowed on the 29th of September gave better results than when sowed earlier or later—not every year of course, but taken one year with another.

Mr. Hammond recommended that farmers be not too hasty in going out of the sheep business in spite of free wool. He thought some readjustment of the business might be necessary, such as making mutton rather than wool the chief consideration, but he thought there would still be profit in sheep if rightly handled.

Among many other important things, Mr. Elliott said that spraying orchards, if poorly done, is the greatest failure in the world. It needs to be done intelligently and faithfully to yield satisfactory results.

Supt. Lewis was most generous and hospitable in his treatment of his crowd of visitors, not only giving them a cordial welcome but inviting them to come at any time. He urged also, that prior to next year's field-day, visitors should let it be known as to what points they desired information upon, in order that they might be instructed along the line in which they were most interested.

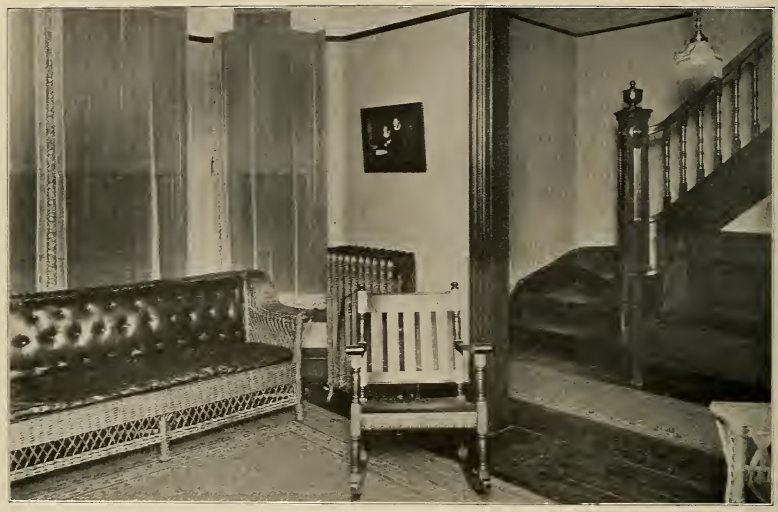
## FORESTRY IN OHIO

### Dr. Crumley Gave Interesting Address Before The Students

Dr. J. J. Crumley yesterday afternoon gave the first of four lectures to the students in agriculture and botany. The interest in the topic, "Forestry in Ohio," was keen.

In opening he referred to the fact that he has now, for three successive years, delivered series of lectures to the University Summer School students, that many of these are here now for the first time and that few if any are here who were here two years ago. As a consequence, Dr. Crumley's remarks are new to his audience and most of our readers for whose special benefit these articles or reports are written.

Forestry, the lecturer said, is a wide enough subject on which to deliver a fresh lecture every day for five or six weeks every year for a whole series of years. The forest conditions in Ohio are not outranked by any other interest nor is anything else of more importance to the State. It is the largest and most important crop in the State. Look in the records kept in the Auditor's office of any county, of all the counties, and see what a great acreage there is of timber land and waste land which should be growing timber. That is the extent of the crop that is growing. It takes years to grow, but it is certainly a crop. You have been taught by example that it is something to be cleared off or let alone but it should be regarded as a crop to be cared for as carefully as a grain crop. It lies within the power of the teachers of the State to change the attitude of the owners of land in this matter.



The Living Room, Domestic Science Department.

The Sewing Room, Domestic Science Department.

Now it is one of lethargy and carelessness. It should be one of activity and care. In 20 years from now the forest will be regarded as a crop to be cared for and as a valuable and paying one too. A large measure of responsibility from now on lies with the teachers to bring about proper thought, feeling, and sentiment in this as in other matters.

There are various kinds of work to be done in this connection, enough for nation, states, counties, corporations, and individuals. There are some who question the right of the national government to interfere, they think the matter should be left to the states and individuals. The work of all is necessary. In the West there are forests that extend through several states. Uniform conditions prevail and there should be uniform methods adopted for their preservation and care. It is really an interstate interest and should be under national control. In other cases the state should control as the matter is too big for single counties, and state affairs are involved. The state forestry work in Ohio is done mostly under the supervision of the Experiment Station at Wooster and it lies along the line of advising and directing. There is other work of lesser character and more limited extent that might be well taken up and controlled by counties. Because all these are doing something is no reason why individuals should do nothing, for a great deal of public welfare depends on individuals and the individual must look after his own interests or get left.

From the standpoint of Ohio forestry, there is a line, which however is not a straight one, which runs N. E. and S. W. from Cleveland to Cincinnati, through Coshocton, Clinton, and Highland counties. Northwest of this line the land is comparatively smooth and level, while southeast of it is hilly. Two-thirds of the state lies northwest of this line and one-third southeast. The smooth level land is best adapted for cultivation, for intensive agriculture. There is some woodland but in that region it is more a matter of sentiment than otherwise. There the owner of 160 acres of land may have eight or ten acres of wood and some send to the experiment station for instruction as to its preservation and care, not that they expect to make money by so doing but for the pure sentiment connected with that bit of natural forest. No one who has lived with trees wants to be without them, wants a farm without forest.

The conditions here, where hills abound, are altogether different from those in the northwest part of the state. The lecturer said he was once teaching in northern Texas when the fire was let out at noon because of the warmth: and in the afternoon the temperature fell so that scholars' ears froze as they went home the same afternoon. Such a thing said he is impossible in Southwestern Ohio because of the climatic influence of the forests which break the wind and modify temperature. In Texas the birds and chickens froze to death. The forests should be preserved here for the protection of men and animals.

There are three kinds of work to be applied in Southeastern Ohio. First, the comparatively small area of level or cultivable land should be devoted to intensive agriculture, to the raising of grain and hay and the amount these crops doubled. The hills may be used for three purposes. Hill sides not too steep should be pastured. The highest hill top should be devoted to fruit and the very steep and in some places precipitious hill-sides should be kept in forest and treated scientifically.

Used thus no level northern or western county can produce more in money value than the southeastern counties.

In the natural forest there are trees that from the scientific and the financial standpoint are good, bad, and medium. Where the good are, those of lesser value should be taken out. Where there are trees only of medium value the bad or worst should be cut down and wherever possible the better sorts should be grown.

The good trees in order of value are: White oak, chestnut oak, chinquapin oak, hickory, yellow and white poplar, black walnut, some mulberries.

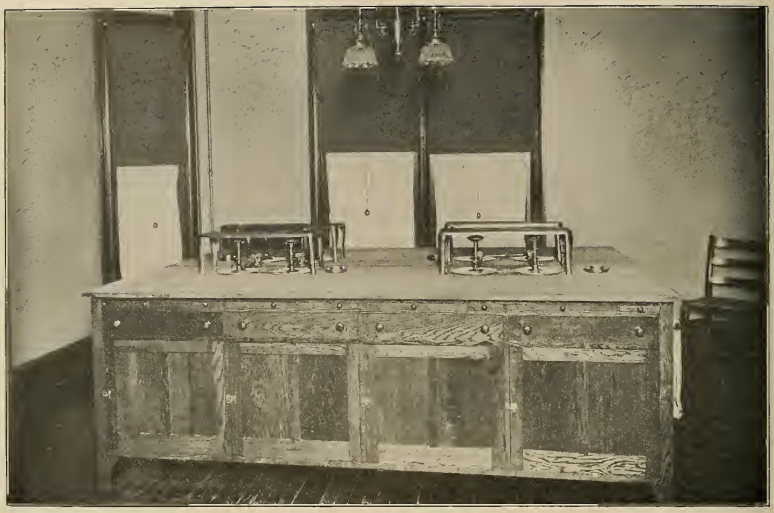
The bad ones are given in reverse order, the worst first: Scarlet oak, black oak, iron wood, dog wood, red maple, sassafras, sugar maple, white elm, beech.

Don't clean up as most farmers do, and don't let a tree of the shade type grow in the forest.

## GAVE TALK ON "ARBOR DAY"

Dr. J. J. Crumley gave the second of his lectures on forestry to the summer school students in agriculture and botany. The topic was "Arbor Day and its Relation to Forestry."

Before begining the lecture he gave a list of United States Department of Agriculture publications relating to forestry which should be in possession of every school teacher and farmer



One of the Kitchens, Domestic Science Department.


One of the Kitchens, Domestic Science Department.

**Interior of one of the Rural Training Schools.**

and which may be obtained free on request by writing to the Department. They are:

Forestry in Public Schools, Forest circular, No. 30.

What Forestry has Done, Forest circular, No. 40.

Future use of Land, Forest circular, No. 159.

Tree Planting in Rural School Grounds, Farmers' bulletin, No. 134.

Primer of Forestry, Part 1, Farmers' bulletin, No. 173.

Same, Part 2, Farmers' bulletin, No. 358.

Conservation of National Resources, Farmers' bulletin, No. 328.

Forestry in Nature Study, Farmers' bulletin, No. 468.

From a recent number of Pulpit and Platform, Dr. Crumley read an article on the history of forestry in the United States which will be republished in the Ohio Forester. In it the story of gradual forest destruction and the modern movement looking to reforestration is told. When the pioneers came here they found nearly all the land covered with dense forests, the growth of ages, and the soil rich in every element of soil fertility. The forest to them was an enemy; it harbored wild beasts and venomous reptiles. It prevented them from cultivating the soil and obtaining its stores of agricultural wealth. So they ruthlessly and unsparingly cut down every thing indiscriminately using little and burning up the rest.

These pioneers came from older countries where the value of forest timber was known and the forests carefully preserved and renewed. The conditions here were so different and the manner of life so reversed that they never put in practice the knowledge they brought with them. Other generations grew up who had no need for the practice and therefore learned nothing about the effect, climatic and economic, of forest denudation, the taking off of all trees and leaving the soil bare. The pioneers cut down the forest trees to make a home and then came the lumberman who took out all the good timber for gain. This destruction of forests and consequent change of climate and deterioration of soil at last became alarming, together with

**John J. Richeson, B. Ped., Professor of Physiography and Supervisor of Rural Training Schools.**


Rural Training School, State Normal College, Ohio University.

the fact that there were immense areas of land which were absolutely treeless, and men began to feel that something must be done for the preservation of the best timber we have and for planting the treeless plains and prairies.

To Nebraska and J. Sterling Morton, Secretary of Agriculture under President Cleveland, belongs the honor of taking such action that Nebraska from being a treeless state is now a treeplanted state. There Arbor Day was instituted April 10, 1872, by the meeting of a great number of men and the planting of immense areas with millions of trees. The day was aftewards changed to April 22. In Ohio April 4th is by law set apart as Arbor Day and it has become more or less of a school festival. Arbor Day is a time when millions of trees should be planted.

Nine years after the institution of Arbor Day, Baron Von Steuben, of Prussia, a man who was at the head of its Department of Forestry, came to this country to take part in an anniversary and, when in Cincinnati, expressed surprise at the manner in which the subject of forests was treated.

Here he said you destroy forests. In Germany, we plant them.

In 1882, there was held in Cincinnati the greatest forestry meeting ever held in the United States. John B. Peaslee, the Superintendent of the Cincinnati schools, who took a great interest in forestry as well as in schools, attended the meeting. A day was decided on to plant trees on a large scale and Mr. Peaslee said if you do that all the schools will attend and they did. The day was made a holiday and with bands playing and flags flying a thousand school children went out to Eden Park where the trees were then planted. Many of the beauties of the Park date from that day and its work. Since then Arbor Day has become a school festival. It is recognized by law and this year a most useful and beautiful Arbor and Bird Day manual was issued, at the State's expense, for the benefit of the schools of the state, which was full of beautiful illustrations, poems, and instructive reading matter. Thus from being a commercial proposition, this has become a school festival. This has made tree planting popular and the idea has spread all over the country and to foreign lands. In one sense this is fortunate, in another it is not.

Forestry should be taught in the public schools. It should be considered in nature study. Parents and pupils must be educated to it before they can be educated in it. It may be taught by getting the children to observe for themselves and to write the result of their observations of different kinds of trees. Have regular days for reading these essays, compositions, or papers. Assign to each child a different tree. In this way they will learn to observe and to write correctly. Let them notice for instance that some oaks grow their acorns on the last year's growth of wood and others on the current year's growth and that this is one of the ways that the white and black oaks can be distinguished from each other. Teach them why the wood lot should not be pastured and why the inferior sorts of trees are like weeds in a cornfield or garden and therefore should not be allowed to grow.

It is perhaps surprising to find that half our American authors of prose and poetry are in love with forests and trees anywhere. They are far ahead of average people in their reverence for trees. After the lecture was concluded, Dr. Crumley called attention to his collection of timber suitable for posts, arranged according to relative durability.

The white oaks are generally used but with these at the head of the list value increases as follows, the last named being the most valuable: chestnut, catalpa, white cedar, mulberry, red cedar, black locust, osage orange. The last is practically indestructible.

## INFLUENCE OF FORESTS ON WEATHER

### Dr. Crumley Discussed Much Mooted Question—State Aid to Foresters

"Forests, Springs, and Streams," was the title of Dr. J. J. Crumley's third lecture to the students in Agricultural and Botany at the summer school. Ellis Hall was again packed full of school teachers and others to hear this lecture, which proved as interesting and valuable as the two preceding.

Before beginning the lecture proper, Dr. Crumley called attention to the April number of The Ohio Forester, which contains an article that gives a complete list of trees growing in Ohio, with their relative value and quantity of each used.

He then spoke of the work being done by the forestry department of the Ohio Experiment Station at Wooster. Should any owner of a

Interior of one of the Training Schools.

Emma S. Waite
Professor of the Training School.

piece of woodland, or one wishing to plant a piece of waste or other land with forest trees, desire advice on the matter, he should write to the Station and he will get a blank to be filled out and return which will give the Station an idea of what is wanted. Then as soon as practicable thereafter a man will be sent. He will come by rail and the inquirer must convey him to the forest place and on the ground the man will give advice gratis. This is

A CINCH FOR THE FARMER

As he gets advice from an expert, and on the ground where the expert can know the exact conditions better than any description by letter or otherwise could tell. In this way more than 800 farmers in Ohio have been advised. Further, young forest trees suitable for planting in those locations have been given free. This has now been reduced to two kinds, the catalpa and the locust.

TWO KINDS OF CATALPA

The reason why catalpas are given away is because there being two sorts, one valuable and the other worthless for timber, agents have been selling the worthless variety at double and quadruple prices, at $20 per thousand, while good trees, the catalpa *speciosa* sold for from $5 to $12 per thousand by honest dealers. So the land has been planted with trees for forest purposes, fit only for shade trees because of slick tongued, unscrupulous agents and the ignorance of the buyers.

FOREST INFLUENCE ON WEATHER

Dr. Crumley then said: It is unfortunate that the discussion of the influence of forests on rainfall, springs, and streams has taken on an unfriendly character, and that men employed in different departments of the government bitterly antagonize one another. Some employes of the Weather Bureau deny that forests influence these things at all and even old people living in the country sometimes take the same position. The lecturer said he stood with the forestry department and would defend its action. Some time ago he had to lecture on this subject in Warren county and spent a month previous in going over the county observing and inquiring. He found that in places where, years ago, there had been perennial springs which flowed all the year round, there were none now and that where good-sized streams had been, corn was then growing. A man 77 years old present at the Warren county lecture denied certain statements but he soon acknowledged that in one place, then a corn field, there was a swimming hole when he was a boy and that he had run flutter mills in a stream that ran down from a spring now dried up. One stream that once ran five grist mills is now practically dry. Similar conditions were found in Adams county where in one place a grist mill formerly run by water nine months in the year is now run altogether by steam because there is not enough water to run it any other way, because the mill race filled up so often with mud that it was abandoned. The same thing has happened in many counties. The forests are cleared, the surface goes off with the rains, denudation sets in, and at last gravel comes down with the surface soil.

EROSION OF SOIL

Pointing out of the window of the hall the lecturer said right in sight this erosion of soil can be seen. On one hill the trees have been cut off and, though the ground was never cultivated, the surface soil is gone and there are great gullies, while on the next hill, where the forest is untouched the surface is whole, covered with leaves and humus. In the untouched forest you will find a layer of leaves of last year's growth, below that is a layer of rotten leaves from previous year's, and under that is a rich loose, porous soil full of fibrous roots. The soil of the cleared land close by is hard with nothing to protect it. Rain falls on both but with different results. It runs rapidly off bare soil which soon becomes dry and hard again. Under the forest trees it is retarded, the leaves and porous soil hold moisture and retain much of it which gradually sinks into the soil and feeds the springs that make the streams.

A BAD PRACTICE

Pasturing the wood lot destroys it as surely as pasturing a grain crop would destroy it. The process is slower but none the less sure, as the trees dying at the top prove. The tramping of stock disturbs and hardens the surface and destroys the rootlets necessary to the life of the trees.

Willis L. Moore, one time head of the Weather Department, published the statement that the run-off of water was influenced only by precipitation. In other words that meant the springs and streams are influenced only by the amount of rainfall and that the presence or absence of trees has nothing whatever to do with it. President Wilson very properly dismissed him.

**Graded Training School, State Normal College, Ohio University.**
**(Front View.)**

INFLUENCE ON RAINFALL

Dr. Crumley said he would not say whether the presence of forests influenced the amount of rainfall but that they influenced the run-off he was sure. That the downfall is not influenced by local conditions may be true in the broad sense, a wood lot here and there or forest in places may neither lesson nor increase the whole amount of fall in their locality. This may be true as just recently, a few days ago, men were making hay on the Hocking bottoms while there was a heavy rain in Washington county, that caused a destructive flood, but that they do influence the action of water after it falls is absolutely certain, whether it falls on steep hill sides, gentle slopes, or bottom lands.

## CRUMLEY FARM WAS VISITED BY STUDENTS

### Expert Forester Who Has Located Near Athens Explains work

Forty students who are taking work in the agricultural department of the summer school, and also Dr. W. F. Copeland and Prof. Oscar E. Dunlap, went to the farm of Dr. J. J. Crumley, the famous forester, on the Canaanville pike. On arriving the party was welcomed by the professor and his family. A drink of water from the driven well quenched the thirst of all and Dr. Crumley began the story of his object in buying the place and his intentions as to the use to which he will put it. The farm contains 146 acres and is a mile long from the banks of the Hocking river to the north end of the place. About 25 acres are river bottom,the other portion is hill land which rises to a tiring height of 400 feet above the river. The bottom land is to be devoted to intensive agriculture, a rotation of crops and management that will increase rather than diminish the fertility of the soil and produce the best crops and greatest possible income. Just now he has on it corn, oats, alfalfa, and timothy meadow. The hill land wi l be devoted to grazing, fruit and nut raising, and forestry. As the party, some armed with pencils and note books, ascended the hill frequent stops were made and the forester talked of the things nearest at hand, so the report indicates the ascent and what was said on the way.

Scattered round on bare places and among laurel thickets young seedling white pines have been planted and these when grown will make evergreen beauty spots, valuable timber will grow where there is now nothing of value. This is on the unsightly shale just above the first bench where the surface is continually washing away. On different kinds of soil which would soon be reached, Mr. Crumley said he intended to grow a commercial apple orchard of three varieties only: Rome Beauty, Jonathan, and Grimes's Golden. At another place he will have a small orchard for home use which will have a greater variety so that fruit may be obtained from July on. He will also grow pecan nuts and paragon chestnuts, carrying on experiments while making an income from them. Calling attention to the natural forest he said it is his intention to preserve only the best sorts of timber and to cut down all the others. Pointing out and naming the different kinds of oaks, he showed that the valuable varieties of white oak all bear their acorns on the present year's growth or at the end of the green twigs, while those of the black varieties carry their acorns on the previous year's growth and therefore at a distance from the twig ends. The professor will cut down the oaks of the black variety, use the larger parts for stove wood, and leave the other parts to rot on the ground. These will decay and also hold fallen leaves, which together will fertilize the forest soil and prevent surface washing. The white oak is used for ties and other purposes and is valuable. The black varieties are nearly worthless for ties or posts unless creosoted.

On one of the benches is an acre of paragon chestnut nursery stock. This is the best of all the chestnuts, the nuts bring $5 to $6 a bushel. It is the largest, finest, and highest priced. The nursery trees sell now at $1 each and an effort that proved a disastrous failure was made by Glenn Bros., of New York, by buying all available stocks of the young trees, to corner the market and charge $5 each for the trees. They got control and put up the price but the people would not buy and the market broke, leaving hundreds of acres of trees standing unsold in the nurseries.

While speaking of grafting the professor recommended the grafting of paragon scions on paragon seedling stocks and he described and showed how grafting and budding is done. The time of fruiting is hastened by grafting and the trees begin to bear 2 or 3 years after grafting.

Speaking of pecans he said there are 15 or 20 varieties and, while it is supposed to be a Southern nut, it is native in Ohio and there is

Graded Training School, State Normal School, Ohio University.
(Side and Front View.)

none better than the Ohio nut for size, flavor, or thinness of shell. The tree will bear in 5 or 6 years after grafting while a seedling will not

**Edson M. Mills, A. M., Ph. M.,**
**Professor of Mathematics.**

bear till it is 12 years old. The grafting may be done on the stock when it is anywhere from 1 to 4 years old. The price of the nuts vary according to size and quality and the professor will only grow two varieties. He seems to think the Chillicothe native seedling the best of all. They will grow and not winter-kill anywhere hickories grow. The formula for making grafting was given by Prof. Dunlap as: rosin, 4 parts; beeswax, 2 parts; tallow, 1 part; to be melted together and worked like taffy. When desired for use the wax should be melted and put on strips of worn muslin that easily burst with the growth of the tree at the place of grafting. In budding, raffia is sometimes use. The time to graft is in the spring when the buds begin to swell, or early in April. Mr. Crumley has planted out 75 of these young trees and 68 of them are living, a more than usual percentage.

The commercial apple orchard will be on the highest ground in limestone soil and when the trees are old enough to bear fruit a wagon will be used in spraying, one with larger wheels on one side than the other to prevent it tipping over. The same sort of arrangement will be made when the fruit is gathered and hauled down the hill to storage or market. The professor will on this place show what may and should be done in forestry and farming and how what has been unsightly and unprofitable may be made beautiful and profitable.

## CO-OPERATION DICUSSED

### Prof. Galehouse of Wooster Station.

Prof. D. W. Galehouse, of the Wooster Experiment Station, gave his first lecture on Co-operation in Ellis Hall to the summer students in the Agricultural Department. He said in part: In these days especially the word co-operation is one that is full of meaning and the things it means are occupying the attention of people as never before in the history of the world. There are signs of it on every hand and more is being done through its instrumentality than ever before. Pure individualism and free competition are giving way before organization and co-operation. Every trade, business, and occupation has its organization or association, which its members have formed for their especial benefit and to advance their interests. The druggist, the brewers, and the liquor dealers have their association and the anti-saloon people have their league

**Thomas N. Hoover, M. Ped., A. M.,**
**Professor of History.**

and the churches their organizations and federations to fight the common enemy. The teachers have their organizations to advance their interests and the cause of education, so the farm-

**Principal's Office—Kindergarten Department.**

ers must have their organizations for their own protection to advance the cause of agriculture and obtain their rights as producers of the necessaries of life. Agriculturists are realizing this need of co-operation for mutual benefit as never before and notwithstanding the extreme conservatism and intense individualism of farmers generally, in the few years a number of farmers' organizations have come into being which have resulted in profit to the members, with no increase in the price of their commodities to the ultimate consumer.

The object of these associations of men has been to produce a better and therefore more salable article, to put it up in the best shape for market, and to reach the consumer with the least possible expense. Holding up a wrapped orange which the lecturer said he had paid 5 cents for at an Athens store he spoke of the California fruit growers' dilemma a few years ago when, unorganized, they were at the mercy of unscrupulous buyers and shippers and they could get little or nothing for their citrus fruits. In pure desperation they organized the Citrus Fruit Growers Association and now can sell their fruit in the best market and get for themselves the money which formerly went into the capacious pockets of the predatory middlemen. So growers of oranges and apples in many parts of the country have organized, have worked together, and have got adequate pay for their produce. There must be more of this sort

**Constance Truman McLeod, A, B., Principal of the Kindergarten School.**

of thing yet. Farmers are not only conservative, but they are suspicious, they have been tricked so often that it is hard to make many of them believe that any movement in which they are asked to join is not a scheme to get some of their hard-earned money away instead of giving something for their financial benefit. They should organize for co-operative buying and selling. By so doing they can make more and save more. The Grange is a strong farmers' association, nation-wide, with a membership of over 1,000,000, which has in less than 50 years of its existence done much for the farmers in social and intellectual uplift and financial benefit and has exercised a powerful influence on legislation vitally affecting their welfare. It is strong in every sense of the word and growing stronger. Its members buy together, in quantity at first hand and at reduced or wholesale prices, and are getting into co-operative selling with material advantage to themselves.

The Chippewa Farmers' Club, of Wayne county, Ohio, saved $2 per ton in purchasing fertilizers. The members also sold their products to better advantage. The Portage county Farmers' Improvement Association made Dr. Miller their county agent and in one year did wonders. Dan Hanna backed the organization with his money. It bought 30 high-grade Holstein bulls and 10 stallions. They saved $3 a ton on fertilizers and the former agents of fertilizer companies now work as agents for the farmers and get 50 cents a ton for selling and delivering. Membership in that organization costs $10 but it pays big.

Probably the best unimproved roads in the State are in Palmer township in Washington county, where the farmers have united to improve the roads. Every farmer works at it and drags are used by every one.

Here is what some farmers' co-operative societies have done. The Farmers' Co-operative Society, of Ohio has been in existence 25 years.

Last year its dealings were: Oats, 359,520 bushels; corn, 142,200 bushels; bran and middlings, 333,000 pounds; oil meal, 94,500 pounds; barbed wire and nails, 56,000 pounds; binder twine, 34,000 pounds; timothy seed, 75,000 pounds; salt, 264,900 pounds; flour, 3,941 sacks; coal, 3,735 tons; lumber, 750, 800 feet; shingles, 975,000; clothing, $28,686. It has a co-operative store and the total sales were $605,152 at a cost of $8,058.

The Ohio Dairy Association; The Ohio Horticultural Society to which the present prosperous condition of Ohio horticulture may be largely attributed; The Ohio Corn Improvement Association; The Alfalfa Improvement Association; The Ohio Grain Dealers' Association; The Tristate Producers; Dealers' and Shippers' Association; and a Millers' Assoocia tion to encourage the raising of the best sorts of wheat for milling, are now operative in Ohio.

Everywhere people are co-operating. They are being benefitted in every way, and the value of this sort of co-operation is that it is for the general benefit.

**Eugenia May Liston**
**Instructor in Public-School Music.**

## "THE SCHOOL AND LIFE"

### Topic of Address by Prof. Atkinson to Summer Students

Professor A. A. Atkinson gave a very instructive lecture in Music Hall to summer school students on "The School and the Life." The 4th-of-July holiday and press of new matter on Saturday prevented any notice of this lecture, which was packed full of interest.

**Kindergarten Play-Room.**

In it he spoke of the various ideals of education among different nations at different periods of their history and, coming down to date and the United States, said we are expending $400,000,000 annually upon 20,000,000 pupils with an average attendance of 15,000,000. Certainly, if any company or organization attempting to spend one thousandth the amount we spend on our schools, with no better organization, and no clearer conception and agreement as to aims and purposes of the expenditure, it would go into bankruptcy inside of a year.

The professor denounced old methods for modern times as being as much out of date and place as would be a King George III. in President Wilson's chair.

He quoted Plato: "Good education is that which gives to the body and soul all the perfection of which they are capable," and said the old literary idea was purely selfish. The Platonic idea was how best to meet the strenuous surroundings and conditions, not to make the most of them for service to others; not to improve them and render life more congenial for the less fortunate and less powerful.

After briefly reviewing educational ideas of the past and of different people he said: Times have changed and are still changing. The next generation too will be crying out against many things we now adhere to with the utmost tenacity, and there will be progressives battering down the walls of the conservatives, and some new fads and fancies will be proposed for ephemeral attention by the extremists, or those desiring notoriety or to be in the vanguard of some new movement as now.

After referring to movements now on foot to bring about a better system in the schools from primary to university he said: I want to say that the unrest in educational circles and the reorganization proposed and now being initiated are the outgrowths of the spirit of fraternalism, that is now pervading every phase of industrial, commercial, political, and international life. Never in the world's history was "the other fellow" reckoned with so much in all sorts of transactions, movements, organizations, and in governments and international relations as just now. What mean the Hague, the London meeting of the Powers, the call of the Chinese president for the prayers of Christendom, Red Cross, charitable, and eleemosynary institutions, brotherhoods, great men's Bible classes, the anti-saloon league, Rockefeller institute, tuberculosis hospitals, etc.

Referring to manual training and industrial

Graduates in Public-School Music.

education he said: But are we yet awake to the fact that the very same work may give the skill needed in practical life and afford that culture necessary for leisure? The man's and woman's problems to-day are social and economic as well as civil and industrial, and preparation for life does not mean specialization in some particular phase of life, as machinist, farmer, barber, plumber, etc., but the acquisition of such habits of carefulness, skill, insight, independence and effectiveness of thought, good sense, initiative, and sincere motive of service in the use of his powers that will enable him to adjust himself to any surroundings and solve any difficulties he may encounter in any profession he may adopt.

## SENSIBLE LECTURE GIVEN STUDENTS

### Dr. Mercer Talks on Narcotics, Alcoholics, and Sex Hygiene

Dr. W. F. Mercer, Professor of Biology and Geology, gave a lecture to the summer-school students. He is a popular man with the students, if popularity may be judged by the crowd present who heard his highly instructive and good-sense lecture.

His topic was: "The Teaching of Narcotics, Alcoholics, and Sex Hygiene." He said that all school teachers should be familiar with the subject. The law makes the teaching of these things compulsory and yet of all laws govern-

ing public schools this is most often violated and the teaching of these things is neglected. Superintendents and principals of schools are as culpable in this matter as are teachers of the grades and of rural schools. It looks discouraging that after over 20 years of this sort of teaching the amount of intoxicating liquor used is more per capita than it was twenty years ago, and this is true also of tobacco. Probably the teaching has not been from the right standpoint. It has been mostly from the ethical rather than the economic standpoint. While we must not give up ethical teaching we must lay more stress on the economic side. Success in life, and we all want to succeed, depends on efficiency and we must teach that lack of efficiency prevents success. Efficiency tests have been made among men and boys and it has been demonstrated that the use of narcotics lessens efficiency physically and mentally. Failures are frequent among boys and young men, in high schools and colleges, who use narcotics. They are not nearly so strong and bright as those who do not use them. Insurance people know all this and they carefully inquire into a man's habits before they will insure his life. Railroad managers know that the use of alcohol impairs efficiency and they refuse to employ men addicted to the use of alcoholic drinks. That a young man is a cigarette smoker is no recommendation for him in a bank or to any position of responsibility where a healthy body and a good brain is necessary.

The United States is the joke of the whole world in the patent medicine business which is almost wholly a humbug.

Lydia Pinkham has been dead many years, yet many foolish women are writing to her to-day confidential letters, seeking advice in regard to their ailments, which are opened and read and answered by men. Why is there such an almost universal hankering for stimulants among our people? It is because of lack in physical make-up. There are so many nervous babies who are dosed by their mothers with laudanum and opium in soothing syrups. They are dosed to put them to sleep. Their nerves are affected by it and when they get to be old they become dope fiends. They get weak physically. They feel they want a bracer. They get patent medicines or the doctor gives them morphine. They find it reaches the spot, makes them feel well, and they go on with its use till it destroys them.

In teaching about these things do not exag-

Graduates in Public School Drawing.

gerate or misrepresent as to the effect on a person's size or age, do not refer to abnormal or unusual cases and represent them as common. Take the average for examples. You may have charts in your schools showing the effects of alcohol. I would not care to use them but if they are there, use them properly. Charts show stomach, liver, and kidneys diseased by the use of alcohol, but all persons are not affected that way. Some drinkers are strong and live long, and some are comparatively succesful in business. Yet they would have been more efficient and possibly lived longer if they had not used alcohol.

In the human being all the nerve cells are present at birth. No new ones come afterward. They may be destroyed but they are never replaced as skin and flesh may be, and the individual is weakened in consequence. More users of narcotics fail than those who do not use them. When using the charts explain that though ulcerated stomach, hob-nailed liver, and fatty degeneration of the heart are caused by the use of alcohol, all users of alcohol do not have these diseases. The ulcerated stomach was dyspeptic, the hob-nailed liver was poor to begin with, and the fatty heart was weak in the start.

Admit alcohol may be a food but treat the subject from the economic side and show that it is too costly a food and injures other ways. The competition for jobs is great and only the most efficient are wanted for them. Several are after your job and it is to your interest to be most efficient.

There are social evils and personal rights involved in this matter. Some say they have a right to drink as they have a mind to and it is no one else's business. But they have not. Insurance rates on property are increased because of losses through drinking. So the cost of government is increased and the resources of the nation are wasted.

Is alcohol a stimulant? It is not. There are two sets of nerves that control the action of the heart, the inhibitory and the accelerating. Acting in opposition and with equal power they keep the action of the heart normal. A narcotic poison paralyzes the inhibitory nerves, the accelerating nerves then, not having the proper opposition, increase the heart action and the blood flows with a feeling of increased heat and energy. But alcohol creates neither heat nor energy, but it does create fatty degeneration of the heart. The truth is bad enough. Don't exaggerate.

The nicotine habit, the smoking of tobacco including cigarettes, is very bad for young boys especially. The nervous system is first to develop in the foetus and the last to mature in the adult. The cells are all in the infant but they are organized later and by degrees. It is therefore incomplete in the young. Nicotine seriously interferes with proper nerve development. Tobacco is a poison and is more injurious and deadly than one that acts rapidly If it acted violently and rapidly, if it caused much pain and distress, if it paralyzed quickly and killed in a few hours, people would not use it, consequently it would be less dangerous.

As to sex hygiene. Its teaching is important. There are theories of all kinds connected with it and it is important that children should be properly instructed in regard to it. They are ignorant about it till told and the question is who shall tell them and how shall it be told. The parents should tell them. The fathers should tell the boys and the mothers should tell the girls, but many of them do not and it is often difficult for the teacher to do so. Women teachers in the lower grades may teach boys and girls together as to plant breeding while teaching botany. In the higher grades, where older boys and girls are together, the teacher should leave the subject alone and let an older woman, a female doctor if possible, teach the girls; or a doctor who is a good man, a reliable, trustworthy, moral man not himself given to bad habits, or the use of narcotics or alcoholics, might come in and teach the boys and girls in the higher grade's separately. Properly taught, each sex should thoroughly understand its own life and something of the other. Under these conditions girls and women would know better how to take care of themselves and avoid much suffering and early physical break-down; and men and husbands would be more considerate and kind. Really healthy women, even country women, are scarce at 45 and this is largely because of want of proper knowledge of themselves when young.

## EXCELLENT TALK ON ROBERT RAIKES

On Thursday afternoon, July 10th, Prof. C. M. Copeland gave a lecture in Music Hall on "Robert Raikes," and the beginning of modern Sunday Schools. Incidentally he told of some interesting things in the growth and develop-

Oratorical and Debating Association.

ment and present status of Sunday Schools.

The whole of the lecture was very interesting. In the beginning he said:

Last Tuesday the World's Sunday School Convention convened in Zurich, Switzerland, for a seven-days' meeting. Thousands of delegates representing practically every civilized nation and Protestant denomination in the world are now gathered there to get greater enthusiasm and information for the furthering of the work of the Sunday School

At the time of the sixth world's convention which met in Washington May 19, 1910, it was announced that the number of schools, teachers, and scholars were:

England and Wales—44,035—637,188—6,649,320.
United States—..160,225—1,570,188—13,907,847.
World.....296,129—2,633,120—26,653,715.

Robert Raikes, the founder of the modern system of Sunday Schools, was born in the city of Gloucester, England, September 14, 1736, and was the oldest of a family of six children. His father was owner and editor of the Gloucester Journal whose columns gave free advertisement of committees proposing to do charitable and humane work. Editorially it was active against excessive drinking, waste of grain in the making of liquors, and the ill treatment of prisoners in the jails.

The education of Robert Raikes was mostly in schools of church connection and was limited. He probably left school at 14 as was usual in such cases and went into his father's printing shop of which he took charge, seven years after, on the death of his father.

He was pious, visited the cathedral daily, early began to visit the jails, and resolved to try to make a bad world better. He was clean to exquisiteness, well dressed, and by some regarded as a dandy. He desired to spread the gospel of cleanliness and health as well as of good morals and practical christianity. He married at 31 and was the father of eight children. While taking no active part in his philanthropic work, his wife was in sympathy with it. Her work was the proper care of her children who grew up to be useful men and women.

Their home was in Southgate Street and near it, in Bolt Lane, was the print shop. The children of the poor congregated in the lane under his office window and by their vulgarity, profanity, quarreling, and general depravity annoyed him greatly and he feared for the morals of his own children. He soon felt that he ought to do something to change conditions. Gloucester was a manufacturing town. It had churches and charities for orphans, widows, poor, and sick. There were great contrasts. There were many churches and much crime, wealth and poverty, a few learned, the many illiterate, the poor ill clad and poorly fed, their houses hovels, the streets narrow and dirty. The prisons were horrible places. Raikes did all he could to ameliorate or change conditions for the better. He believed that vice is preventable; idleness is the parent of vice and that ignorance is the cause of idleness among the masses. He saw that the children of the poor were left too much to themselves until society must protect itself against them.

In 1780, at the age of 44, he began to study the child and concluded that all it wanted was development and he began his Sunday School work with these ideas in mind.

FEATURES OF THE RAIKES SCHOOL

1. For the young.
2. For the poor. The rich received private instruction.
3. For the children of non-church members.
4. Subjects taught were reading and catechism.
5. Teachers were paid one to one and a half shillings per Sunday.
6. First teachers were women.
7. Teachers were at first poor women. In 1788, Raikes wrote that ladies of fashion of Windsor taught children.
8. Pupils made teachers as soon as possible. and thus it is that gratis teaching was hastened.
9. The hours were from 10 to 12 and from 1 to 3:30 on Sundays in homes of teachers—Later the school was held in church.
10. Boys and girls kept apart. Boys were more easily managed.
11. Requirements: clean hands and faces, hair combed, quietness on street going home from school.
12. Pupils accountable for conduct out of school.
13. Mr. Raikes taught not only on Sunday but whenever and wherever he could get a group of children.
14. Boys birched for misconduct. Before they could be taught they must be disciplined.
15. Giving of rewards such as clothing, Bibles, books, combs, shoes.
16. All his personally conducted schools were attached to established churches. He was a Churchman.


PHILO

Of course there was opposition from different sources and different reasons were assigned. He was called "Bobby Wild Goose" for spending money on the poor and a "faddist" for trying to reform criminals and prison methods. It was claimed to be wrong to educate the poor. The Sunday School was said to be a breach of the 4th commandment. The bishops were called together to consider ways of stopping Sunday Schools. Mr. Pitt seriously thought of having a law enacted to suppress Sunday Schools. Great difficulty was caused on account of expense. The Society formed in 1786 spent about $20,000 in the 14 years to 1800.

The work was commended by Adam Smith the great political economist, by John Wesley, the poet Cowper, and some of the most enlightened journalists of the time.

Mr. Raikes died in 1811 at the age of 76. He was buried in the south aisle of his church, St. Mary de Crypt, in Gloucester, and his Sunday School children attended his funeral.

In the 30 years which Mr. Raikes lived after starting his first school, he saw his plan spread over England, Scotland, Ireland, Wales, several European countries, and America. The good work has gone on improving and increasing till now.

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## HOME ECONOMICS SUBJECT OF TALK GIVEN BY MISS BOHN

The appearance of Miss Elizabeth H. Bohn, of the Home Economics Department of the O. U., in Ellis Hill auditorium, was greeted by a large number of summer-school students and others. They listened with rapt attention to her extremely interesting lecture on Home Economics and applauded enthusiastically at its close.

The lecture was generally explanatory and in it the lady spoke of what might be called the rise and progress of, and reasons for, the study and teaching of home economics in the United States.

Hitherto, as appears from the bulletin of the present Summer School, which was issued last January, the department over which Miss Bohn presides, and as her lecture yesterday announced, has been called domestic science. Now the department has a name that stands for something more, is more inclusive, and takes in the old and includes domestic arts as well as science. So the lady explained in her opening remarks that Home Economics is a better descriptive term, though not entirely satisfactory. It is used, however, because it is the one more used and more generally understood to include the full range of subjects than the other, and includes knowledge of foods and their uses, cooking, general science, sewing, textiles, drawing and house decoration, home nursing and emergencies, household management, and professional subjects.

Miss Bohn said the need for the study of home economics is as great in the country schools as in the schools of the city.

A knowledge of it is necessary and should form a part of the training of young men and women for good, effective, and useful citizenship. The home is the one institution in which each one has a share and in which each one should be able to do his share. Some regard the study of Home Economics as a fad and think it is only learning how to cook and even that is sometimes denounced as impractical and especially not adapted to the needs of poor people or those of moderate means. There can be no greater mistake. Much is being said about balanced rations for domestic animals. It is just as necessary that people have balanced rations, so that health and effectiveness may be preserved at as low a cost as possible, and this is taught as one branch of home economics. Persons spend years taking special training for professions, why should not farming, housekeeping, nursing, be regarded as professions and made the subject of special study?

Even motions are studied now-a-days with a view to economizing effort and acomplishing more work. The motions made in laying brick haveb een reduced from 18 to 5 and now, with no more expenditure of strength, men lay 3,000 bricks a day instead of 700 as formerly. So more work is acomplished with less effort and the same thing may be done in household operations. If people use their heads more they will not have to use their hands and feet so much and their backs will not get so tired.

At one time one particular kind of shovel was used for all sorts of work. Now special shovels are used and labor is lightened thereby. So it should be with articles used in the household and labor thereby be economized.

More attention should be paid to sanitary conditions in the schools and in the home, to the situation of water closets, to proper ventilation,

Teachers' Club.

to pure air, and to the extermination of the fly and other pestilential sources.

It is a well estab'ished fact that tuberculosis, typhoid, and a number of other diseases are filth products largely, and are chiefly conditional. Yet even some school directors object and say this sort of teaching is a fad—Is it? The health of the people depends most on accurate knowledge and proper action. The happiness of a family depends largely on this. The success of marriage, or the secret cause of many a divorce case lies here. Husbands improperly nourished and cared for, get nervous, irritable, ill-tempered and go elsewhere when not at work, and then comes dissatisfaction, desertion, divorce. Thus the kitchen furnishes work for the divorce court. Railways are dismissing men from their employment who have trouble at home. Badly prepared food weakens both body and mind and renders men unfit for work.

And while talking of railways let me say that two big ones recently undertook to teach some domestic science as an aid to their business. The Rock Island Railroad sent out two special trains with the object of improving the output of hogs and wheat. One was called "The Breakfast Bacon Special" the other "The Better Wheat Train." The first went through Iowa, Kansas, Nebraska, Missouri, and Minnesota and carried seven cars, the other traveled in Oklahoma and had five cars. On board the one were lecturers and demonstrators, and hog meat was cooked and served in proper style to those who came and listened; on the other were cooks who made bread and other things from an improved wheat that is intended to displace the inferior sorts, the turkey red wheat being of much superior quality and greater yield.

Last year $10,000,000,000 was spent for food in the United States. The indications are that it will increase in price.

Home Economics will teach how so to cook the cheaper articles of food as to make them more palatable and nourishing than the higher priced.

Miss Bohn said we must minimize work, we must economize strength, and she advised the young people as soon as they could to make their mothers presents of labor-saving domestic appliances as bread mixer, fireless cooker, dustless dusters, etc.

Quoting she said: "Give people proper knowledge of food, sunlight, fresh air, and in the end disease will be banished; it will be driven from the earth as wild beasts and poisonous snakes have been driven."

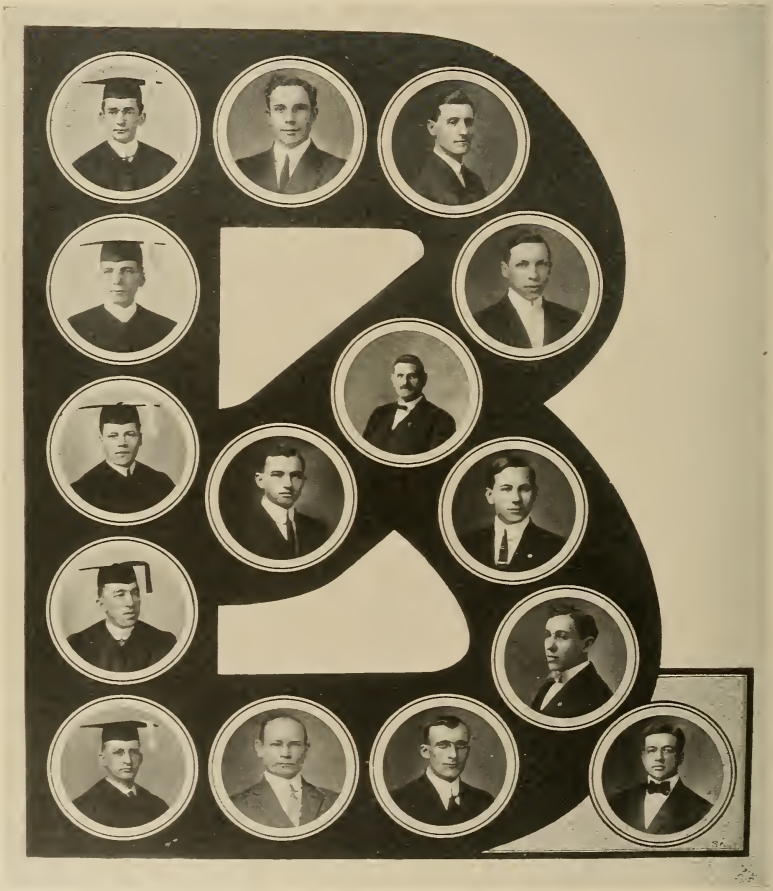
## SPECIFIC TRAINING FOR TEACHING

Henry G. Williams

There was a time when the doctrine of formal discipline held full sway in shaping the philosophy of education and in determining the courses of instruction in almost all institutions devoted to higher education. However, within the past quarter of a century that doctrine has broken down, and the school or the school man who clings to it still clings to a lost cause and to a shattered idol. There is no longer any valid argument that can be based upon sound logic in support of a hard, fast, and fixed curriculum for all classes and all sorts of duties in life. Any man who seriously contends that the only real worth in education is to be found in the mental discipline gained from the study of a fixed curriculum consisting, chiefly, of mathematics and the classics, proves himself uninformed on the great body of educational doctrine of the Twentieth century.

If a course of instruction is valuable only because of the mental discipline it provides, it has a poor excuse for existence. Mental discipline is a fine product of instruction and training, but it is not the *only* fruit that must come from our efforts at education. If a subject does not contribute to some particularized efficiency of the student as well as yield him increased power in self-mastery, it has little excuse for a place in the curriculum. Likewise if *a course of instruction* does not contribute chiefly to the efficiency of the one pursuing it, although it make of his mind an infinite storehouse of the world's recorded experiences, that course of study has nothing to commend it, for the simple reason that with our better understanding of man's mind, body, and destiny than any preceding century possessed, we should be able to adapt our subject-matter of instruction and our methods of presentation so as to be able to secure better results from education than any previous century secured.

It has been shown by many of the most profound students of education that all mental power is more special than general, that mental power developed in any one field of thought, or function, cleaves to that content or function so



Booklovers' Club.

far as its chief exercise or use is concerned, but that there is a *slight* over-flow into other channels that are closely related, but never to any appreciable extent into unrelated or even distantly related channels. The doctrine of formal discipline must now be considered as one of those philosophies that has exploded and vanished, because founded upon unscientific premises. It has given way to the doctrine of concrete specific discipline, which also recognizes the fundamental worth of the constant elements of knowledge, which are basic, universal, and essential as the tools necessary in building a body of knowledge and practice in any specific field.

But this false philosopy has largely dominated courses of study from the time of Aristotle down to the Twentieth century. With so much tradition so well intrenched, it is quite difficult for the old-time school master to divorce himself from the doctrine of drill and drudgery for the sake of discipline, and seize the newer doctrine of differentiated education demanded by modern life.

It is not therefore, hard to understand why so many school men, hardly educationists, are unable or unwilling to see why one fixed college course will not best prepare for the varied and complex duties of life. They pretend to believe when they advise the high-school teacher or superintendent, that the best preparation for college is also the best preparation for life, with the further restriction that the college shall determine what that preparation shall be. That might be all right if the college were not blinded by the dust of tradition, but it must not be forgotten that the curricula of the distant part were blind guesses, made without the specific knowledge of the body and the mind of the learner which modern science has brought to light.

Then it plainly follows that individuals who choose a given profession or vocation should receive very specific instruction designed to equip them with a specialized body of knowledge, and training designed to habituate that conduct which will make more steady and reliable their service to mankind through their chosen profession or vocation.

It also plainly follows that one who has so specialized, following his elementary and secondary training, which should be more or less fixed along the line of the fundamentals and constants, must be able to prove by the quality of the service he is able to render that specialized education and training have contributed to his efficiency and success. After all, the supreme test of an education is not to be found in the name of the school attended, nor in the diploma obtained, but in the quality of service rendered by the graduate, or, perchance, by the undergraduate whose lines were so cast that he was never able to finish the prescribed curriculum. But the world should know that he has been educated and trained for a specific duty rather than for general conduct, and he has a right to the commercial value that will accrue to him through a knowledge on the part of the public of his special fitness. Naturally, a sick man would seek the service of a physician rather than of a lawyer, and the better the specialized training of the physician, the more secure would be the sick man's confidence in him. If law schools are necessary for the education and training of lawyers, medical schools for physicians, dental schools for dentists, veterinary schools for horse doctors, why are not professional or normal schools necessary for the education and training of teachers?

Every state in the Union thinks they are necessary and in every state we find that large sums of money are being expended to educate and train persons for this branch of the public service. If a teacher can be as well trained in a college that offers no special courses in educational subjects, no observation, no practice teaching, then the states ought to close the doors of their normal schools, normal colleges, and colleges of education. It is perfectly absurd for any one to claim that a holder of an A. B. degree or a B. S. degree is as well-equipped for the work of teaching as the holder of a degree in Education, unless the A. B. or B. S. has been obtained or an extensive course of electives in Education, taken in proper sequence. No one who is informed on the subject of Education and the wonderful evolution of the Science of Education would make of himself a laughing-stock by offering such an opinion.

The best-equipped and most thorough-going college for teachers in this country is, perhaps, the Teachers' College, Columbia University. Superintendents who know Education either go there themselves or, when they can, draw some of their teachers from that source. Teachers' College grants the degree, Bachelor of Science in Education. The State Normal College of

German Club.

Ohio University grants the same degree. The requirements for admission and for graduation at the State Normal College are quite acceptable to Teachers' College and many of our graduates with the degree of Bachelor of Science in Education enter the graduate school of Teachers' College.

The generally accepted standard throughout the country for the preparation of high-school teachers is graduation from a four-year college course, with the preference given to those who have taken a course leading to the Bachelor of Science in Education or a similar degree. This is indicated by the fact that the holder of this degree from the State Normal College is granted a high-school life certificate in thirty-two states without examination, and like credentials in ten other states on examination, whole or partial.

The standard quite generally required of elementary teachers, especially in the cities of the country, is graduation from a two-year college course including about equal proportions of academic or cultural and professional studies, following graduation from a four-year high-school course. The same states that recognize the degree of Bachelor of Science in Education, grant elementary school life certificates to the holders of our diploma in Elementary Education. The same is true of all the special diplomas—Kindergarten, Manual Training, Domestic Science, Public-School Music, Public-School Drawing, and Agriculture.

It frequently happens that a teacher who prepares for grade work, or on a special subject, later desires to enter upon high-school teaching. Our courses of study at the State Normal College are so arranged that a student may obtain one of these special diplomas within the four years required to obtain the degree of Bachelor of Science in Education. It also is possible for a teacher who always expects to be a Kindergartner, or a teacher of Music, or of Drawing, or of Agriculture, or of Manual Training, or of Domestic Science, or of Commericial Science, to obtain the bachelor's degree and the special diploma both in four years. Frequently the elementary or grade teacher finds a college degree easily within her reach, but she does not want to be required to do her observation and practice teaching in high-school subjects. Nor does she want to take so much work in Mathematics and Languages as is usually required for a Bachelor's degree.

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The following double-track course of study shows how a student may obtain both diplomas and the degree of Bachelor of Science in Education in four years:

## FRESHMAN YEAR

| First Semester | | Second Semester | |
|---|---|---|---|
| A Foreign Language or | 3 | A Foreign Language or | 3 |
| Observation and Methods | 3 | Observation and Methods | 3 |
| American History* | 3 | American History* | 3 |
| Civic Biology | 3 | Civic Biology, Botany, or Zoology | 3 |
| | | English Composition or | 2 |
| Psychology | 3 | Advanced Grammar | 2 |
| English Composition | 2 | Principles of Education | 3 |
| | | Literature in the Grades | 2 |
| Public-School Drawing | 1 | Public-School Drawing | 1 |
| Public-School Music | 1 | Public-School Music | 1 |
| *Or College Algebra or Physics | | *Or Trigonometry or Physics | |

## SOPHOMORE YEAR

| First Semester | | Second Semester | |
|---|---|---|---|
| Agriculture, or Biology, or Chemistry | 3 | Agriculture, Botany, or Chemistry | 3 |
| Ethics or Physiography | 3 | Sociology or | 2 |
| Hygiene and Sanitation | 2 | Advanced Arithmetic | 3 |
| American Poetry or | 2 | English Poetry | 3 |
| Teaching | 2 | Paidology or | 3 |
| Paidology | 3 | School Management | 2 |
| Elementary Course of Study or | 2 | Psychology or | 3 |
| Secondary Course of Study | 2 | Teaching | 3 |
| History of Education | 3 | Or any elective | 3 |

Ohio's Athletes.

JUNIOR YEAR

| First Semester | | Second Semester | |
|---|---|---|---|
| Science of Education | 3 | Science of Education | 3 |
| Secondary Course of Study | 2 | High-School Methods | 2 |
| High-School Didactics | 3 | Psychology, or an assigned elective | 3 |
| Commercial Science, or | | | |
| Manual Training, or | | | |
| Domestic Science, or Agriculture, or an assigned elective in another course | 4 | Same special subjects as chosen for the first semester | 4 |

SENIOR YEAR

| First Semester | | Second Semester | |
|---|---|---|---|
| School Administration, or an assigned elective | 3 | Supervision and Criticism or an assigned elective | 2 |
| History of Education | 3 | History of Education | 3 |
| Teaching | 3 | Teaching | 3 |
| Thesis | 3 | Elizabethan Dramatists, or Philosophy, or any specified elective | 3 |

(Where options are named, those indicated are required in the course in Elementary Education. A similar arrangement can be made for any other two-year course. When a student completes a degree course and also a diploma course, only three semesters of Teaching are required in the two courses.)

## ECONOMY IN TEACHING

**F. S. Coultrap**

The object of education, in its broadest sense, is to give the individual ability to use all his powers to the best advantage and to inspire him with motives to make the best use of himself. Economy in teaching is concerned with everything by which these objects may be gained. It deals with the subject-matter in instruction in relation to the individual student; it plans the best attainable curriculum; it seeks to eliminate from text-books many worthless facts; it aims to present nodes of thought in all subjects and to subject these to such scientific treatment as time will permit.

Instruction in secondary schools should be more than mere authoritative transmission of information concerning facts and principles. It should mean observation, investigation, experiment, and verification of the problems solved and the principles discussed. It is so much easier to tell than it is to teach, so much easier to state a fact than to lead a student to discover it, that the best of instructors occasionally tell too much, while the less efficient resort almost wholly to this method. The result is, that interest on the part of the student is lost, curiosity is suppressed, personal initiative is prevented, and thoughtful mastery of the principles and truths is out of the question. Any system that eliminates observation, experiment, hypothesis, and verification of theory checks progress and individuality on the part of the student. We are slowly approaching a period in our public schools when inefficient teaching will not be tolerated, when the student will no longer be told the important facts but will be directed in the investigation of all truth, and when he will not be forbidden the joy of making discoveries, and of arriving at conclusions through his own processes of thinking.

No one, of course, would claim that the work of the student in secondary schools should be conducted on the same high plane as that of the investigator. The investigator stands at the frontier of all knowledge pertaining to the problems he would solve, while the student stands simply at the frontier of his own knowledge. But this difference should not be allowed to militate against the methods of the investigator being used to some extent by the student in secondary schools. It is rank injustice to deprive a student of the satisfaction and profit of discovery. It is only fair that he should be permitted to do much independent thinking and that he be allowed to travel much the same road as the investigator in arriving at new truths. The student will appreciate the joy of his discoveries in scarcely less degree than does the investigator appreciate his discoveries.

The fact is, the student is not getting a square deal when the teacher persists in robbing him of those life-giving thought-processes which are the result of personal effort and investigation. Proper direction of the work of the student is essential, but depriving a student of the initiative, the thoughtless interference with his work

The Men's Leaders Class.

in the solution of various problems, and the constant and persistent telling are radically wrong.

It is claimed that so much quantitative matter is required of the student in secondary schools that he has little time for investigation. It is true that too much quantitative matter is required, and one serious fault in our teaching is that we try to cover so much ground. Some say that we have no right to sacrifice quality for quantity or quantity for quality. It is thought by many that, in the past, we have really been sacrificing quality for quantity. Probably the best method of meeting the demands for both quality and quantity in secondary schools would be the study of types and nodes of thought, and all branches will yield more or less readily to such treatment.

However much educators may disagree on some educational problems, surely none will claim that individuality may be suppressed, that hypothesis, experiment, and verification of theories may be eliminated, or that memory may be exalted at the expense of thought-processes. Hence we naturally conclude that some changes should be made in the teaching in secondary schools. The teacher must tell less and the student must investigate more for himself. The subjects taught must be subjected in some measure to scientific treatment. Some subjects in the text-books should be omitted entirely, others should be given less time, and all the less important facts should be made subsidiary to some great central thoughts; in a word, the important nodes of thought in all branches should be selected, and as far as possible, they should be subjected to scientific treatment. By making these type studies or nodes of thought the centers around which subsidiary facts are arranged and by which they are related, the demands for quantitative matter may be met and the quality of the work, we think, may be materially improved.

To illustrate, take Minneapolis as a type of the development and growth of cities as suggested by Dr. McMurry. A full discussion of this topic brings in a discussion of all subsidiary facts such as the location of said city at the Falls of St. Anthony, the advantages of such falls, the wide-reaching pineries about the falls and the extension of said pineries to the far north and northwest, the development of numerous logging camps, the advantages of the rivers in getting the logs to the mills, the various uses made of the lumber, the rapid increase in population due to the demands for laborers, the development of farm lands for two or three hundred miles to the northwest, the large wheat-fields, the establishment of many flour mills at Minneapolis, the means of the earlier and later transportation, the development of extended lines of railroads for the transportation of the mill products to the farms and the farm products to the mills, the ever increasing demand for farm implements necessitating an enlargement of the factories and the building of new factories to meet the demands for improved implements, the seeking of new markets to the northeast and to the east and even beyond the seas for the products of the mills, the purchasing of dry goods and provisions in foreign markets for that vast territory, Minneapolis being the chief distributing point, and many other topics of like importance may be discussed in connection with said city as a type of the growth of cities.

One cause of educational waste is, that most teachers take more time for the teaching of a subject than is actually needed. The reason for this is, that they have no lesson-plan for teaching the subject and they have not planned little devices for making the lesson interesting. Various tests have been made as to the actual time needed to teach certain subjects under favorable conditions. These tests show that the time needed to teach certain subjects is much less than the time usually given to said subjects. For example, it has been found that several days are sometimes given to the teaching of the greatest common divisor or of the least common multiple, whereas each of said subjects has been taught to fourth-grade pupils in a period of one hour. That is to say, these investigations have revealed much loss of time in the teaching of some subjects. To avoid such loss of time, teachers must plan better for their work and they must see that they have as favorable conditions as possible in the way of light, and heat, and ventilation for the recitation period.

Intensity of study has not received the attention it deserves; and want of intensity means want of concentration, and that means poor scholarship. The fact is, pupils seldom do, in a given period, even a fair per cent. of the work which they are capable of doing. This means that they work with a divided mind and they can not have the clear understanding of the subject that they would gain through

Track Team.

intense study. If a definite work can be done in half an hour, it is a mistake to allow a student to take an hour in which to do it. It would be better for him to do the work in half an hour and rest or play the other half hour than to take the whole hour for it. By this intense study and rapid work the student gains both in time and in the power of concentration, and there is a gain also in efficiency and accuracy. Slow work is not apt to be accurate work. The most rapid accountants are the most accurate.

Much waste of time in teaching is due to a lack of interest. This subject has not received the consideration that it deserves and that it is destined to receive. Interest is killed in large measure by the teaching of many unrelated facts. The text-books are in large measure responsible for this, but they are not the sole cause. The skillful teacher never follows the text closely except as an outline and often not in that. He seeks nodes of thought and develops them by the aid of text-books, by the use of libraries, and by such other means as are within his power. In each branch of study, nodes of thought for study and development exist, and may be seized upon by the teacher as a means of enriching the older methods of instruction. It is true that the important nodes of thought are not so easily discovered in some branches as in others, but the thoughtful teachers will have little trouble in discovering the chief nodes in any branch of study. It is often necessary to take some liberty with the presentation of a subject given in the text-books; for the text-book fails usually to throw into bold relief the essential nodes of thought. In the ordinary history, for instance, much effort seems to have been made to present a large array of facts rather than to have made prominent the chief causes leading up to important events, the crucial events, and the far-reaching principles at stake in a given situation. An intensive and extensive study of such nodes is what makes the investigation of any subject worth while.

If all text-books were made with a view to developing the essentials and to the suppressing or subordinating of the non-essentials; the way to successful teaching would be made much easier. In American history, no author has so far dared to do this. The same may be said of the authors of text-books in other branches. Only in monumental works do authors feel free to deal with essentials only.

It is freely admitted that there is an immense waste of time and energy on the non-essentials of almost every branch of study. The National Educational Association has for some years given some attention to the subject of enriching the curriculum by eliminating some topics and by the process of selection; many organizations in the United States have this subject under consideration; but progress will be slow till the most talented and capable men of this country give so much of their time and energy as may be necessary to eliminate worthless material in all branches, and to select the chief nodes of thought in each, and to systematize them in some such manner as German scholars have systematized the material in literature for the German schools. Why should we persist in

**Mark Beal Banks**
**Director of Outside Athletics.**

cramming the minds of the students with material that has little practical value, when the time can be so much better employed in the study and investigation of valuable nodes of thought? The really important things, the crucial events, causes and results, classification

Tennis Club.

**Residence of Dean Henry G. Williams, 39 North College Street.**

and generalization are the things of practical value and they are the things to be especially emphasized. The minor events have little value except when taught in connection with the more important events. Youth is naturally buoyant, hopeful, curious, inventive, and daring and these things should be kept in mind in dealing with youth. It is natural for the student to want freedom, to want to do things in his own way, and to be given something worth while to do. It is the the duty of the teacher to guide, direct, and stimulate the student's natural tendencies to proper and fruitful ends. In this way keen interest in a subject may be developed, clear insight into difficult problems may be secured, easy and effective control of one's powers may be gained, and waste of much valuable time and energy may be avoided by the student.

If all high-school branches will yield readily to the teaching of important nodes of thought; if these type studies are the central conceptions to which the less important facts may be related and thus assimilated; if this method of presenting them will give to the student alertness of mind, a growing interest in knowledge, vividness of perception, and depth of insight; if it will economize his time and efforts and will give him ever increasing pleasure in his work; if it will relieve him in large measure of the

**Lillian Gonzalez Robinson A. M., Dr. Es Lettres**
**Professor of Romance Language.**

drudgery in education and keep him in touch with living problems, then the study of types

**Residence of Dean Edwin W. Chubb, 115 South Court Street.**

or nodes of thought in the various branches taught would seem to be the proper method of procedure.

## EDUCATION AS A PREPARATION

### Oscar Chrisman

One of the most important things a student has to learn is that everything he does in college is a preparation for his life out in the world. Thus each subject he has for study becomes important in that it may be the one subject bearing most directly upon some phase of his business life in the later life after college.

Too often a student who feels that he does not like a subject either asks for a substitution or neglects that subject and then when duties come upon him after college years he finds this the very subject most needed. I recall an instance of a young man's asking me to help him before the faculty in getting a course in psychology substituted for another subject. I asked him why he wished such a substitution and he said because he liked psychology and didn't like the other subject. I told him I should not only not help him before the faculty but should he ask for the substitution I should speak against it and vote against it for he needed the other subject and as it was required in his course he should take it. He then said he would do as little in it as possible and I told him some day he might wish he had worked hard at it. The second summer after his graduation this young man attended the summer school and when I asked him what he was taking he at once named the subject we had discussed when he was in college. Upon my showing surprise he stated that he would have to teach that subject in high school the coming year and because he had not worked hard at it while in college he had to spend the summer in reviewing it.

I do not believe that every subject in every course in college should be prescribed and yet I feel that there are a number of students for whom such prescription would be helpful and almost every undergraduate student could with profit follow a course mapped out for him by a committee composed of those in whose departments he is most interested. Too many students want to study only the things they like and too often

**Some Churches of Athens**

1. **Zion Baptist Church, Rev. B. A. Mitchell.**
2. **The Christian Church, Rev. E. D. Murch.**
3. **Presbytarian Church, Rev. H. Marshall Thurlow, D. D. D.**
4. **St. Paul's Church, Rev. Father James A. Banahan.**
5. **M. E. Church. Rev. C. E. Chandler, Ph. D., D. D.**

those are the things most easy for them. I do not mean by "easy" so-called "snap courses" but even some of the most difficult subjects may be easiest because liked best. What I mean is that because a student likes a certain subject best is no reason why he should devote all his best effort, or even the very largest part, to it. For other subjects may be just as useful at times. A young man who specialized in a certain work in college told me that in his very first position he had to make a drawing and because he had disliked drawing in college he had not worked well at it, consequently he had to take up work in drawing in order to prepare himself for the position in which he was placed. Drawing was not particularly difficult for him but he did not want to devote his time to it while in college as he wanted to have time for what he considered the more important subjects in his special line of study.

Specializing may be good for a student in the last two years of his undergraduate work but it should not be such specializing as tends to cause him to want to devote too much of his time to the few special studies of his course, because such can not prepare him as thoroughly for future work as if he had spent good time on the other subjects of the course. Also a student cannot know just what may come to him in after life. I know a young man to whom an opportunity came after graduation and who had no idea of such during his undergraduate years.

entered a great university to prepare him- for the work and he found some subjects passed by while in college were required in eparation for the university work and he must in some way bring them up. One of these subjects had not been in his course in college and so he had not taken it but another one had been in his course and so was a required subject and as it was quite difficult and he did not like it he substituted for it. Thus his likes and dislikes were satisfied while in college but to his detriment for future work.

A number of incidents like those above could be given, for many such come to the notice of college professors. Young people are all the time failing to realize the importance of the subjects in college that appear in their course till out in life after graduation they find themselves less efficient because of neglecting these studies. It is hoped some student may read this short paper and so profit by it as to work hard at the subjects he may have in his course and thus realize the importance of doing all his work in college well as a preparation for his future life out in the world.

## CIVIC BIOLOGY

**W. A. Matheny**

For several years a feeling has existed among educators that there should be a biology suited to the needs of everyday life. That structural botany, zoology, anatomy, etc., as they are usully taught, are inadequate for this purpose is self-evident. Much of our college and high-school teaching in these subjects has emphasized too much the structural side and omitted the function. One instance has come under the writer's observation where a graduate of a large eastern university carried her university botany into the high school and taught it there. Six months of the school year were spent in microscopic botany. That her work was "over the heads of the pupils" and a failure need not be stated.

Many college graduates after taking all the biology in their curriculum are unable to name the trees on their school grounds, and find themselves strangers to the living nature of their gardens and roadsides. It is a common observation to find students of far-inland colleges and high schools dissecting star fish, squids, and other marine forms and at the same time ignorant of any knowledge of their local fauna. Is there any wonder that in many high schools and colleges biological studies have either been thrown out entirely or much curtailed? That such a condition has ever been tolerated is surprising. It is obvious that a biology intended to train specialists will not meet the needs of the general student.

Destructive criticism carries no weight unless a remedy is suggested. Our remedy is the study of living nature from the standpoint of individual and community welfare. For this study Dr. O. F. Hodge has suggested the name "Civic Biology," and at present departments

**Athens County Court House.**

are being established under this title in high schools and colleges throughout the country.

Civic Biology aims to bring the student in contact with the near-at-hand in nature. Insects do damage in this country to the extent of a billion dollars annually. This figure is for agricultural crops alone and does not take into consideration the untold misery done by insects that carry human diseases. That people should know something of their common insect ene-

**Athens Post-Office.**

mies and their control goes without saying. The house fly is the most dangerous animal on earth. It is suggested that to know the habits and dangers of this animal is worth infinitely more than to know the anatomy of the grasshopper or the structure of the star fish, and it is believed that the former knowledge may contribute as much to human culture as the latter. The theory that useful knowledge cannot be cultural has largely passed away.

In the same way Bird Study is a subject of vital interest to everyone. It is not possible to say just how much humanity owes to bird life, however it is generally conceded to be no small debt. That our feathered songsters in their destruction of noxious insects play an important part in the balance of nature is evident to the most casual observer. Scientific research states that a "Bob-white" is worth at least five dollars to any farmer. This estimate is based on the fact that a single one of these birds kept under careful observation has eaten ten pounds of weed seed and seven and one-half pounds of insects in one year. It is our opinion that not one community in a hundred has a true appreciation of the economic worth of this one species of bird.

Pammel, of the Iowa Experiment Station, estimates that the farmers of this country could save annually $100,000,000 if they better understood the relation between weeds and poor crops. Do the public schools of to-day, as a rule, teach anything worth while regarding weeds, their nature and control? I leave the answer with you.

And so one might go on indefinitely into every phase of living nature. The common things are neglected or misunderstood. Carlyle has said that "For many years it has been one of my most constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with salutations which I cannot answer, as things are."

A prominent educator asked the writer

recently how to get a maple tree started in one's yard. On questioning him it was learned that he had never in his life enjoyed the sublime and important pleasure of setting out a tree. Yet he had taken the required botany in two or three different schools.

**Charles G. Matthews, Ph. M., Librarian.**

It is our faith that man will ever ask of Nature bolder and more significant questions and in future years our walks afield will find in every path food for pleasant thoughts.

## THE PLACE OF SPORT IN COLLEGE LIFE

### Frederick Treudley

To one who has ever given consideration to the great part taken in the development of life by play, the question of college sports is one laden with deep significance. The psychologist tells us that without play the animal dies and that his sports are along those lines which prepare him for his future activities. Here he learns to mingle with his fellows, to know them intimately, to test them, to find out how to get along with them, and, at the same time to develop not only the social sense but the power to do those things which at a later time will serve his ends.

What is true of animals is equally true of children and of youth. Those homes which are the most happy and the most successful are those which recognize this need. Those parents who are wisest, will make ample provision for it, will open their homes to the companions of their children, will join them in their games, and by so doing will consecrate these happy hours by dedicating them to a high service. I well recall one hour at my table when President Staley, of the Case School of Applied Science, a gentleman of peculiar grace and charm of character, in speaking of his home life, said that if the boys of his family desired to go on a fishing expedition, their father would often say to them, "Boys, if you can arrange for this at a time convenient for me, I would like to join you;" and, said President Staley, "Do you suppose that we were not only too glad to have our father with us?"

The psychologist and biologist will tell us another thing about play, namely, that it is caused by the accumulation of an excessive energy which must be worked off, and which seems to accumulate for just this purpose in life. Just as civilization means the accumulation of extra power for the purpose of developing those conditions which lie beyond the mere daily need, by reason of which the arts and sciences and literatures arise, so in youth before skill comes,

**Mr. J. D. Brown**
**Of Athens, Ohio, who makes an annual gift of $100 for Prizes in Oratory.**

The Hocking River.

The Old Swimming Hole.

the skill that realizes the lofty visions of the great seers, superabundance of vitality is acquired and laid hold of to create the conditions making the later life possible. The children of all tribes and kindreds and tongues flower forth into play, and these plays are much the same in their essential elements.

A high tribute to sports carried on on a grand scale may be found in a chapter in Price Collier's most illuminating book entitled "England and the English." It would be impossible within the limits of this article to go into detail to any extent, but the following facts are of extraordinary interest.

Of nineteen millions of acres in Scotland, three million four hundred eighty-one thousand are devoted to deer forests alone, all of which, says Mr. Collier, may explain the remark of one irascible person not interested in sports to the effect that England is "the paradise of the rich, the purgatory of the poor, and the hell of the wise." The very speech of the Englishman, continues Mr. Collier, smacks of sports,—"He did it off his own bat." "He put his money on the wrong horse." "This is a painful game." "I don't think he can go the distance." "It is an odds on chance." "It isn't cricket." "It isn't playing the game."

In that noble essay by Matthew Arnold upon Oxford, in which he speaks of her in terms so eloquent with feeling, he refers to her young men in this line,—"There are our young barbarians all at play!" And he who has ever read that great book by Dean Stanley on Thomas Arnold of Rugby fame, Matthew Arnold's father, will find no sweeter references than those which relate to his association with his students, taking long country walks with vaulting poles, and spending long evenings in his private rooms in company with them while they were engaged in their respective lines of work together.

Now college sports serve the same purpose. Who can, without great satisfaction, gaze upon young people lithe in form, glistening in body, and graceful as leopards, engage in the various sports, whether in the gymnasium or on the athletic field, or sharing with one another in other innumerable functions when these lead to habits of growth and honorable intercourse?

This said, to which no one can take exception, the following thoughts may profitable close these remarks. First, contests of all sorts and between all forms of organizations should be encouraged, but they should be absolutely free from trickery. It is a sad day for a college boy

ESTIMATED INVESTMENTS AND ANNUAL EXPENDITURES

| | Investments | Expenditures |
|---|---|---|
| Fox-hunting | $78,035,000 | $43,790,000 |
| Shooting | 20,335,000 | 40,640,000 |
| Fishing | 2,750,000 | 2,945,000 |
| Racing | 41,610,000 | 52,965,000 |
| Yachting | 28,000,000 | 15,160,000 |
| Coursing | 2,600,000 | 1,587,000 |
| Coaching | 1,451,250 | 1,888,975 |
| Polo | 435,000 | 552,500 |
| Rowing | 1,420,000 | 2,871,500 |
| Foot-ball and Cricket | 53,815,000 | 58,560,000 |
| Golf | 2,625,000 | 3,627,750 |

The total per capita of investment, including man, woman and child, is $5.25, and a slightly smaller amount is annually expended. The London County Council makes the following analysis of athletic games carried on in one year in parks and open places of London alone,

| Games | Places to play | Grounds provided | Games played |
|---|---|---|---|
| Bowls | 15 | 74 | 24,749 |
| Cricket | 35 | 452 | 28,904 |
| Croquet | 22 | 31 | 1,535 |
| Foot-ball | 35 | 231 | 16,228 |
| Hockey | 23 | 39 | 2,246 |
| Lacrosse | 5 | 7 | 120 |
| Lawn Tennis | 40 | 476 | 102,649 |
| Quoits | 20 | 36 | 2,063 |

**University Terrace, Athens, Ohio.**

when he learns that there is merit to be ascribed by winning at the expense of honor.

Second, it should be understood that the honorable and able playing of games, and not the winning of the same, constitutes their glory.

Third, all sorts of talent should be provided for, that all may be trained, whether by indoor or outdoor sports, and the general ones should be provided for young women, as archery, whose development ought to be encouraged, or chess, checkers, billiards, bowling, etc., games which are or ought to be of "good repute."

Fourth, and lastly, but above all, they should be subject to such supervision, either by persons in charge, or by the conscience within, that those exercises may support and not cripple the great function of the college life, namely, to get control of one's powers of intellect and will, power to use English on paper or in speech; power to control the attention for so long a time as may be desired upon any subject of importance, however dry; and finally, power to discriminate between big things and little things, the good and the bad, the worthy and the unworthy, and, above all, to promote the development of character by being able and willing to choose wisely and to stand by the choice made.

## THE COMMUNITY

**F. C. Landsittel**

Whose is the community? "Why, the people's," almost anybody would say without hesitation, and one might add, with very little thought. Thinking upon the question will lead one to see that the community, like the government, belongs to the people only in an ultimate, or ideal, rather than practical sense, after all. Most people regard it simply as the place where they live, while a small number, whose influence unfortunately goes farther than that of the majority in determining its character, view it as a field for exploitation of one kind or another which it is theirs to hold. To the shop-keeper it is the arena where a scramble for gain may be kept up, while in the view of the average professional man it is the field from which he may draw what he needs to live on, and as much more as he can get. Real-estate speculators, commission merchants, and gamblers of less respectable kind look upon it, of course, as the wolf regards the sheepfold. And so, what could be truly possessed by an enlightened people for the common good is quite commonly held in the grip of social miscreants, whose only title to control rests upon their keener wits.

**Science Hall.**

It is needful that men come to understand that the community is one of the time-defying structures of human society, verified back through the farthest reaches of history, or even of tradition. It becomes indeed more clearly identifiable the farther we go backward toward the ultimate simplicity of human beginnings. DeTocqueville is so well assured of the remoteness of its origin and its importance in life that he says it in *Democracy in America*, "It is man who makes monarchies and establishes republics, but the commune seems to come directly from the hand of God."

Always it has been bounded by limits of distance ortopographical forms; and has embraced a population largely of common sort, holding a

South College Street. Athens, Ohio.

Park Place, Athens, Ohio.

fairly common level of intelligence and stock of ideals. There will appear in every such group, it is true, individuals that are exceptional in many different aspects; but the rule remains that people who dwell long together will inevitably become socially blended in the manner just described.

The community group as thus grown definite in character embodies ideas and a spirit that is more than a generation old. In earlier, simpler states of society these were in fact nothing more than the stock of sacred or superstitious tradition and venerated folk-lore, and a few simple arts necessary to the maintenance of life. One may see in this common knowledge a clear index of the level of life to which the people holding it have attained, because it shows so well the trend of the interests which their civilization has served to develop. The scope it covers is what so widely distinguishes the Jew or Babylonian in history from the common Canaanite. The community of ancient Athens for the same reason stands in remarkable contrast to Arbela or Persepolis, as does also Christian The Hague of to-day when compared with the historic seat of Saracen power. Whether it be affairs of state or simple neighborhood interests, the subject matter that is much in the minds of people will greately influence their character. Certain kinds of knowledge, as the illustrations just given will show, may work toward the disintegration, rather than the up-building, of a wholesome social life. Superstitious fears, neighborhood gossip, and other types of ideas of purely local character are to be regarded as the commonest of this class.

The too narrow restriction of interests, then, is dangerous in the community, as it is in the ndividual. One does not have to go far to find rural neighborhoods, or villages for that matter, in which can be seen neither influx nor efflux of ideas, while evidences of deterioration, if not of actual degeneracy, are readily to be discerned. Old ideas prevail in industry, in the school, and in the church, with the result that all three are producing less of life's values than they did a generation ago. The people in these communities in their buying and selling seek nothing better than the outside world thinks it worth while to bring to them; and as would be expected they become more impoverished from year to year as regards both the quantity and quality of their possessions. Living the life of the self-contained, they have fallen into a condition in which there is preciously little of value preserved amongst them. These communities, as well as those of more enterprising and wide-awake sort, stand as irrefutable argument for the principle that the influences modifying the social mind, and to a considerable degree also the state of prosperity, must be sought not within, but without, the group.

Among more progressive folk, however, the grave error has been committed, through generation after generation, of seeking outside sources of culture without seeing to it that establishment of similar kind should be made within their own community bounds. In their short-sightedness they imagine that they are practicing economy when they send their youth to distant schools at less immediate expense than would be incurred in maintaining the needed schools in their own midst. The economy practiced is only apparent when one stops to reckon how few of these young persons who go out in quest of an education ever return to take up life permanently on their native heath. From the standpoint of sheer money saving, it is a self-deceiving practice, for the community thus steadily drains itself of productive energy, which goes to enrich other fields. What return can be made, all interests considered, to offset the yearly exodus of one, or two, of a half dozen young lives who can not find at home the nurture for which nature craves and which the interests of a life career demand.

The policy we would urge as against this suicidal short-sightedness, would make way for the establishment of an institution of learning of the highest grade possible in every community. The school, besides conserving the native young blood to local development, will secure a transfusion of new blood through the teachers and others who may become attached to its service. The influence of a strong school in stimulating progress and refinement of spirit in community life is a sterling reality, as observing people everywhere will attest.

These considerations have to do most largely with the factors of environment operating upon those who may be classed as the school population. Public resources, neither local nor state, have been levied upon beyond the safety limit for their benefit. The additional duty is coming to be more and more widely felt of developing educative agencies that will reach and help those who have passed beyond the ordinary limits of school age. It would certainly commend itself as a worthy community interest

**The Hock-Hocking River as seen from the South Bridge.**

**A River Scene.**

**The Hock-Hocking River Near Athens.**

to see to it that the fine influences of general education should follow to his work in the shop, or counting room, or on the farm, the young person who from economic necessity can not fulfill the long years of educational opportunity which those of better fortune may enjoy. School boards in the largest cities, like New York, Chicago, and Philadelphia, are beginning to make provision for such as these in the form of night schools and courses of semi-popular educational lectures. The lyceum platform, although partially commercialized in character, is a permanent institution answering to this need, which must be acknowledged a power for good throughout the land. Adult education through agencies of the kinds just mentioned may be regarded as the means of accomplishing two definite, worthy ends. The first of these, as already set forth, consists in prolonging the stimulus toward worthier living which the school supplies. The effect to be produced would be an improved community intelligence and spirit as making for a fitter environment to the growing generation. These are reasons which will appear to thinking people sufficient warrant for definite programs for adult education. To them may be added other results which could reasonably be expected to follow, such as increase of economic efficiency, improved citizenship, and, what is perhaps most important of all, a more genuinely socialized community population.

A comprehensive work of community building thus suggests itself, which would demand a broad-gauge type of community leadership such as the times have not thus far produced, excepting in very rare instances. It contemplates throwing into the community circulation of ideas the choicest elements of culture. It favors setting up ideals that are utopian in their righteousness and at the same time thoroughly practical in their application. In fine, it may be said to make for the development of that ideal on the part of society at large which is thus described by C. Hanford Henderson in *Education and the Larger Life:* "We are false to our belief in the unity of man and his impulse toward perfection when we accept any social ideal which involves physical, intellectual, emotional harm to any member of the social group, which withholds a wholesome life of body and mind and heart from the lowest and meanest of them all."

## VOCATIONAL EDUCATION

**Willis L. Gard**

For the purpose of this paper, I desire to define *vocation* as a mode of activity or experience.

It is one of the numerous divisions into which the labor of man is divided. All men who toil and sacrifice are said to have a vocation. So far as I know, only two classes are denied the privilege of numbering themselves among the millions who have a vocation. The one is the vagabond who has no initiative and who is too lazy and indolent to provide for himself by honest labor. The other is the rich idler who also has no initiative, and who is likewise too lazy to support himself when necessity does not compel him.

In the long ago, men lived in a primitive state, and each felt competent to satisfy all his wants. He was his own butcher and baker, priest and physician. Life was simple in those times. It was a comparatively simple task to provide food, shelter, and clothing, but as man came on through the ages he learned that the burdens of toil might be lightened, if he did that particular thing in life for which he was best adapted. He learned also the advantages of the division of labor, and that he could make better progress when he gave his entire attention to some particular need of mankind and exchanged the surplus of his labor for the surplus of the labor of his neighbor. This was the beginning of industrial vocations.

As society has advanced and as inventions and discoveries have been made, vocations have increased and labor has become highly specialized. For the purpose of better understanding the problem before us, we may class the vocations under six general groups,—industrial, business, technical, scientfiic, professional, and artistic. Let us at this point note a few facts relating to each of these divisions of labor.

The industrial vocation is a large and complex division of labor. It includes agriculture, mining, and all the trades. Among the trades we find such occupations as masonry, carpentry, foundry work, painting, and the textile industries. Each of these subdivisions are in turn subdivided, making the industrial vocation an exceedingly complex and highly organized mode of experience. Each minute subdivision of this great and complex vocation demands specially trained men and women. This demand is not a theoretical matter, but it comes from those directly engaged with the several occupations. It is now required that each worker shall apply his interest and initiative toward making his efforts the most efficient in his narrow field. The industrial world can no longer trust valuable and costly material in the hands of the unskilled.

A similar situation presents itself in the business vocations. Here we find a score or more of activities, each requiring a special training. They have to do with organization and direction of industrial energy. Capital must be applied to the industries in the most economic and effective way. Business workers are as necessary in a highly organized society as the industrial workers themselves. Each group supplements the work of the other. At one time any man might succeed fairly well in a great variety of business activities. To-day, the whole situation is changed, and it becomes a hazardous undertaking to pass from one form of business to another, unless the two are closely related. Formerly, the ordinary man had a fair chance to succeed, but the present requires a genius to manage its mammoth business undertakings. The demand is for men trained, not in the details of clerks, but in the fundamental principles of organizing and applying capital to great business enterprises. Our future depends upon how wisely this is done. We must not be solely concerned with mere production and exploit labor to enrich business, but regard must be had for the rights and priveleges of the industrial class. The large part of the principals that are fundamental in the organization and arrangement of business enterprises, together with the technique of the principles involved in them have been grouped into what may really be called the science of business. This body of information should be made available for those who are to enter upon a business vocation.

In technology, the problem is to find the genius who can solve the problems of life and who can make proper application of the inventions and discoveries made to satisfy the needs of the times. It is only occasional that the untrained man can succeed in any great undertaking in this field. Need is for men with skill and experience to fill places of great responsibility. The demand for such men is greater than the supply, and is increasing continually. Corporations which have gigantic business tasks and all sorts of difficulties to encounter are glad to get men who can solve the various problems in the field of technology.

Little need be said regarding the scientific vocations. The results of their work are seen on every hand. Almost daily discoveries are announced by the scientific world. Some of these

A View in the State Hospital Park.

Lake Scene on the State Hospital Grounds, Athens, Ohio.

View From The Commercial College Rooms.

discoveries when worked over by the technologist reduce human toil. Others in the hands of professions relieve human suffering and make smoother the road to knowledge.

The professional vocation is represented by doctors, lawyers, ministers, and teachers. Here we find the wide range of activities ministering to the needs of men. The doctors heal our wounds and drive out our diseases, the lawyers adjust our misunderstandings, the ministers strengthen our weary souls, while the teacher performs for society all those functions not cared for by other professions. It requires no argument to make clear the highly specialized work of each group of activities comprised in the professional vocations and the need of special training in each for the highest degree of efficiency.

The artistic vocation serves society by catching our best and noblest thoughts and emotions and expressing them in permanent form. Let us now ask what has been done for the training or education of each of these great divisions of human activity. We long ago realized the value of special training for those who are to write our poems, paint our pictures, and sing our songs. It is true that much of the task has been performed by private and charitable benefaction, but the success of our artists is a splendid testimony of the unselfish actions of scores of our men and women.

The same conditions are found in the professional vocations. Much attention and money have been given to the education and training of these classes. It has been stated, and with a good deal of truth, that the goal of all our educational activity, in the past, has been for the professions. We have not only provided courses of instruction that would lead to such careers, but even held such activities up to our children as being worthy of greater deference. For the physician we have scores of medical colleges, and much wealth and labor are being lavished upon them to bring them up to an even higher standard of efficiency than they have had. This is as it should be. The people deserve the best in this field.

For the advancement of science, there are many state, private, and endowed schools of a high order. Vast sums of money are annually spent on these schools, and the civilized world is searched for men to fill the various chairs in these institutions. One of the large items in the budget of any institution is for the advancement of science. New discoveries are sought at every point that give the slightest prospect of yielding returns, and this too is as it should be.

In the field of technology, we have many excellent institutions and their number is constantly increasing. Civil engineering, electrical engineering, and mining engineering are producing results that are surprising the world almost yearly. One needs but to mention the Panama Canal, wireless telegraphy, and the moving pictures to be convinced of the efficiency of our schools of technology.

**Fountain in front of State Hospital.**

**Spring in State Hospital Park.**

**A Scene in the State Hospital Park.**

In the business vocations we have not such a splendid record. Our business colleges have devoted their energies to the technique of typewriting, stenography, and bookkeeping, and have given but slight attention to the fundamental principles of business. But a better time is at hand. Some of our institutions have already arranged courses looking to the preparation of a group of young people thoroughly familiar with the fundamental principles of modern business.

We have made the poorest showing of all in industrial education. It is not clear to me why this form of human activity should be so slow in attracting attention from educational forces, and to be even now seriously questioned and even ridiculed by some. Society is complex and does not rest alone on the success of a professional or scientific class. It is time to cease quibbling over fine-spun theories of Hegel, Herbart, and Plato and listen to the facts of life that are always in the advance of thought and that are knocking without and crying, "In God's name open. Dispute no more whether air or water is most necessary to our children's life, but bethink you what meat you will set before them for they are sore hungry and would eat."

We can readily agree with the French writer, M. Astier when he said, "In our epoch of feverish activity we cannot leave to routine the task of regulating commercial and industrial operations. Science is the prime factor of all progress."

Miss Weeks, in her chapter, "A School for the Plain Man," has plainly stated the situation when she says, "Industry needs not only the scientific knowledge of its great directors, but the scientific understanding spirit of every man along the line."

And now from what source comes the demand for vocational education? The demand is not from one class alone. It comes from several sources. It comes from the manufacturers and they give the following reason, "Because in every branch of industry with which we are familiar, it is impossible to obtain efficient workers to take the place of skilled men who are dropping out from death and disability, and as a nation in competition with others, Germany in particular, we are bound to suffer seriously on this account." "Because we employ a large number of boys and the present school system is turning out boys who do not want to work with their hands." "Because we feel the necessity of a more practical education to be given through our public

A View in the State Hospital Park.

Lovers' Lane, State Hospital Park.

**A View in the State Hospital Park.**

schools. Book education has been pressed to its limit by educational people and it is not based on practical business experience."

Organized labor favors vocational education. There should be an equal opportunity for each individual to achieve that degree of success to which the gifts of nature entitle him. They demand an education for the plain man. A prominent labor leader says "I am in favor of industrial education. The form I favor is that of the preparatory and practical. I would have all trade schools open to all. I favor preparatory trade-school work under public auspices and do not favor trade schools conducted by manufacturing concerns. I deprecate certain schools now organized, referring to correspondence and other trade schools which cannot give practical education, and because of this deceive both the student and the employer." "Industrial education ought to provide for the children of the masses and for the great manufacturing and constructive industries something equivalent to what the states are now doing for the children of the well-to-do in fitting them for professional and managerial careers."

We also hear the demand for vocational education coming from the professional educator. Listen to the words of Dr. Charles W. Eliot,—'Industrial instruction ought to mean trade schools and nothing but trade schools. They (trade schools) involve new educational requirements on the part of society, requirements of a later age than we have been accustomed to. In most of our states fourteen years is the limit of compulsory education. These trade schools will require that children be kept under the observation of the community up to the 17th or 18th year, and be absolutely required to attend a continuation school for a part time at least if attending no other."

Finally, a demand for vocational education comes from the social worker. Here we must be content to give a brief quotation from a representative social worker,—"In our judgment the greatest good that can be accomplished in our reformatory institutions lies in a more thorough course in the school of letters, in military drill, and in manual training and trade schools, not altogether because they give us a people more handy and practical for domestic life and better skilled in trades, but because they will give us citizens with an entirely different intellectual basis." "Shop work systematically carried out engenders a habit of industry and observation that cannot be acquired in any other way. It gives to the inmate a knowledge of the differ-

View in State Hospital Park.

ence between accuracy and vagueness, and an insight into the complexity of every-day life, which once wrought into the mind remains there as a life long possession. Work in the shop will confer upon the inmate precision, for under a competent instructor he must do the work that is laid out definitely right or definitely wrong."

These brief quotations will serve to make clear that the demand for vocational education is not a matter that concerns a small class of people endeavoring to exploit a new idea. The demand comes from a wide range of people interested in the welfare of the republic and all human society.

## THE WORK OF THE TRAINING SCHOOL

### Emma S. Waite

Why should a training school, consisting of a principal and thoroughly trained critic teachers, be supported by the state? The answer is simple enough. We must have teachers. Thousands of teachers, through one cause or another, are going out of the work every year. By whom are their places to be filled? Also, too often they are filled by young girls just out of high school, who know absolutely nothing about teaching. Even though they have some natural ability for the work, if they are to learn through experience alone, they must learn through repeated failures. And who is to suffer from those failures? The teacher must suffer to some extent, of course, and she will be years in learning what she might have learned in a few months, with help; but the loss to the teacher is, after all, little compared with the loss to the children.

If we have a dress to make or a hat to trim, we feel that the work must be done by a thoroughly trained dressmaker or milliner. Would we be willing to have a physician treat our children who had merely studied medicine? No, he must have worked in the clinic, doing actual as well as theoretical work. "But," you say, "are our training schools to be clinics?" In one sense, yes, in another, most emphatically no.

The students, before they are allowed to do training work, must first have had psychology, principles of education, observation, and methods of teaching. They are then ready to come to the training school and do actual teaching. But listen! They work under the close supervision of the principal and critic teachers. The work is planned in a general way by the critic

**The "Old Beech" and its Environs.**

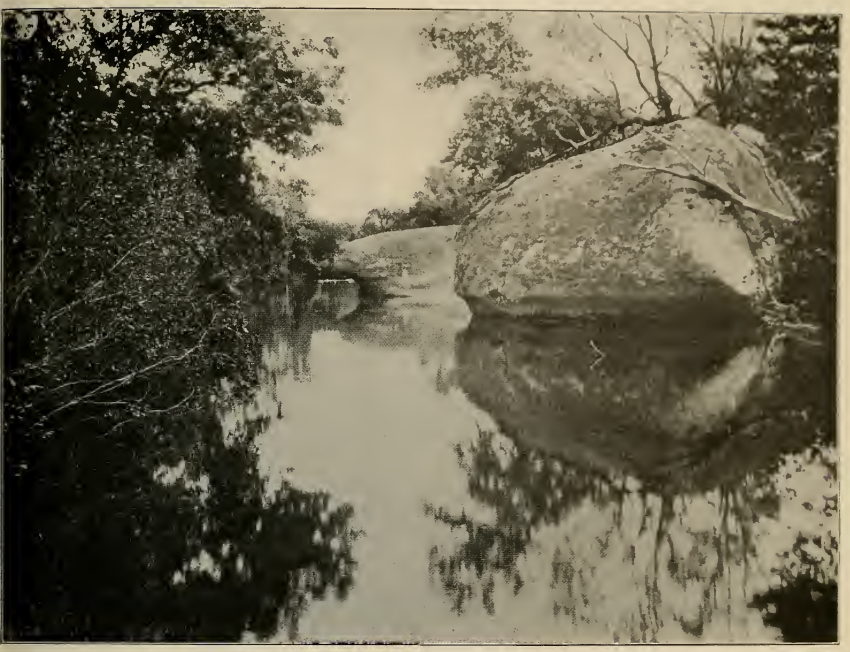
teacher. Then a plan for each lesson, carefully prepared, is submitted, corrected, and returned two or three days before the lesson is to be given. At first the student teachers are left alone with their class very little, the critic teacher contantly at hand to criticise, being suggest, or help in any way possible.

A training school is not an experimental school. It is a school where teachers may observe in actual work the best recognized methods in theory and practice.

In teaching, as in everything else, we learn to do by doing, but the learning must be under close supervision or it will not only be slow but may be all wrong, so that much must be unlearned if the would-be teacher is ever to become a real teacher.

Some people can never learn to teach, and the

Gateway Presented by the Class of 1912.



**Scenic View Near Athens.**

training school is the place where the strong points are observed and brought out, the weak points strengthened; and if the student be wholly unfitted, this is discovered and then she is advised to choose some other work before children have been allowed to suffer from her mistakes.

Let us consider for a moment what is, or should be, expected of a teacher. I shall use the feminine gender, as there are so many more women than men teachers in the public schools. First of all, she must be a lady. If she is coarse by nature, she should not be allowed to stay in the work; but if she is simply crude, where but in the training school will she have an opportunity of learning the little niceties of life, that every parent has a right to demand of his child's teacher? Is she insincere or indifferent? The training school work will soon teach her that sincerity is one of the chief requisites of a teacher if she is ever to be able to win the confidence of children. The child must feel that the teacher is perfectly honest in her attitude, and thoroughly interested in him individually, to be able to do his best. Is the teacher careless in her dress and in her speech? How often we hear a teacher when corrected say, "Why, I never thought of that before, but I shall not make that mistake again." Has the teacher a violent temper? Before she leaves the training school, she will have learned that she must first be able to control herself before she can hope to control others. Is she weak, undecided? She will learn that the schoolroom is no place for a spineless person.

The public is demanding more and more that the teachers be trained for their work. We are not surprised at this, but we are surprised that any community will ever put an inexperienced, untrained woman in charge of what must be its most precious possessions. The mother would not leave an inexperienced, untrained maid to

get even a dinner for her family. We often hear a housewife say "I would much rather do my work alone than have an incompetent maid." When we see bright, capable children, twelve or thirteen years old, in the third or fourth grade, we feel like exclaiming, "When will this injustice cease?"

The work of all the departments must function and centre in the training school. Of what use is the study of psychology, paidology, principles and methods, if the teacher is not able to apply her knowledge in actual teaching? Theory is one thing, practice quite another, and while theory must precede practice, if the student have not an opportunity to put her theory into practice under the supervision of skilled teachers, it is liable to become so much useless knowledge.

We sometimes hear teachers say, "Oh, I have been trained in the normal college of Ohio University," when she hasn't done one day of actual teaching. Now this isn't fair either to the teacher herself or to the institution. "Training" for teachers means actual teaching and is so understood by superintendents and other school authorities. The teaching is preceded by a semester's work in observing model lessons taught by the critic teachers. But even this work does not give the teacher a right to say she is "trained" unless the observation be followed by actual teaching.

Then in brief, the work of the training school is (a) to give the prospective teachers an opportunity for seeing and hearing model lessons taught by skilled teachers; (b) of writing lesson plans and having those plans corrected; (c) of acquiring skill in the organization and control of a school; (d) of applying child study and psychology to the study of children under actual instruction; (e) of applying not only her knowledge of the various school subjects but also her method of presentation.

## THE CHIEF AIM OF PUBLIC-SCHOOL DRAWING

Mary J. Brison

Public-school drawing usually includes designing, picture composition, mechanical drawing, painting, talks on art history, blackboard works; and various kinds of handwork, including cardboard construction, clay work, wood block printing, etc. Sometimes this work is called school art. In France, it is all included under the general name of "Design."

The day has passed when the leading drawing teachers look upon the pencil as the only medium of expression, proper for this kind of work; and when the main object is to make careful drawings of anything, no matter how ugly the specimen. Of course, work of this kind has its place. Some one may ask; "What then is the chief end and aim of the accepted drawing course, if not to draw? And is drawing not that which is done with a sharp, hard point like a pencil?" The Japanese draw wonderfully well with a brush. However, the question is not all a matter of what medium to work with but fundamental principles.

**Elizabeth H. Bohn**
**Principal of the School of Domestic Science.**

The most important part of the preparation for teaching drawing in the schools is the study of art principles such as spacing, rhythm, tone, variation, etc., and their application. The mediums and technique, although necessary, are subordinate things. Good instruction in art principles helps one to make finer choices in pictures, furniture, dress, bits of landscape, rugs, etc. This work appeals to the emotions and has a similar refining influence in its own field to that of literature and music in their fields. The value of the study of the emotions is more and more becoming an important factor in education.

A short and direct way to help the mass of the people to the appreciation of art principles is

View of the Campus.

through the work in designing taught in the normal and public-school. The student carries out a series of exercises in pencil, water colors, charcoal, and what not, trying for good arrangements of lines, colors, spaces, etc., making a border or any design which may or may not be applied to any definite object. A design for a chair or a cabinet would make an excellent problem in spacing, and a fine arrangement of the relations and varieties of widths and spaces keeps the product from being mediocre and makes it worth while. The only way of cultivating good taste is by practice, constantly choosing the fine things.

In a sense, we must be designers whether we wish to or not. For example, every time we arrange the furniture in a room, or buy a house, or an article of dress, or even a kitchen utensil, we are making good or bad selections along the lines of spacing or form or color.

People cannot carry out an important piece of work in the arts or crafts without being able to give definite expression to their thoughts, and so technique in drawing and manual work come in as a natural sequence. There are still a few school systems where the work aims to get just correct drawings of objects without attempting to teach art principles as well, and correlation with other studies. And it is found by comparison with the more up-to-date schools, that these systems do not turn out pupils who can draw objects any better than the schools that also teach designing and correlation.

The more inclusive drawing courses are arranged to suit the interests and needs of the child, and if the work in drawing is vitalized in that way, the pupil can learn as much about correct object drawing in half an hour, if he feels the need of knowing how to make correct drawings of designs for something he wishes to make, as he would in a whole hour under the old system of drawing. Not only for this reason will a child make double progress, but he enjoys making a beautiful design for the emotional satisfaction that he gets out of the work, even if the design cannot be used for any definite purpose. I know of a case where a twelve-year old boy who had always been considered very backward in all of his school work, became interested in designing a border, given as a school exercise in art appreciation. The problem seemed to help him to find himself, and thereafter he was a good student in his other studies as well as his art work.

School art and manual training as well should give a child a chance to do individual thinking and should be the working out of his own interests. The exercises should not be things apart from the other school work, but should be vitally connected with the school, the home or the

View of the Campus.

community interests, and therefore help to vitalize and liberalize the curriculum. The making of a well proportioned piece of furniture for a certain type of room, or a bridge construction model, is more educational than giving emphasis to working around such problems as the practice joint. A simple exercise in bookbinding can be carried out in the grades. It may be a note book for some school study. Then each child makes his own original design for the corner, under the guidance of a teacher who knows something about art principles and how to apply them. The child is strengthened by his exercise of creative power. He has the satisfaction of mastery of material and the joy of making a decorative thing.

The work in drawing should be very closely correlated with the manual training and domestic art. A piece of handicraft can be mediocre or have beautiful proportions and colors according to the maker's aesthetic ideals. If we go back to the time of the great Florentine artists, we find a time when art was large enough to include every craft. The first great Italian painter, Giotto, designed and worked upon every part of his noted tower with his own hands. Michael Angelo was a painter, a sculptor, and an architect. The sculptors, Luca Della Robbia and Donatello designed the coats of arms for the various Florentine guilds. It was a time when art did not separate itself from the artisan, and when it helped to imbue the people with ideals that dignified and ennobled labor.

The drawing teachers, as well as others engaged in educational work, are trying very hard to get a right perspective along educational lines. There is developing the feeling that drawing can be made more and more of service to the student and to the community. In some cases this work has failed because not enough time has been given to it to accomplish any more than the beginnings of things, and because the school superintendent and the drawing teacher have not a broad enough educational outlook.

In 1870, the State of Massachusetts prescribed drawing in the schools from the industrial point of view, and the aim of the work seemed to be that of developing skill. This point of view failed. Then the advocates of drawing began showing its use from an educational point of view. And now people are beginning to understand that art work taught from a right kind of educational view-point would necessarily be of service to the industries, as well as an educational factor.

Of course, educators understand that methods of work that are satisfactory in one country should be changed and adapted before they can be useful in another; but often one gets helpful suggestions from studying other systems.

Summer School Faculty.

Professor W. F. Copeland's Class in Agriculture.

For example, as manufactured articles from Germany are of good workmanship, one might go there for certain kinds of suggestions. From a report by the educational advisor of the Chicago Commercial Club, we find that they have, in Germany, what they call continuation schools to train boys who expect to go into the trades. They are a kind of part-time industrial school which the boys enter at fourteen years of age. While they are working as an apprentice, they spend from eight to ten hours per week in these schools. They continue this kind of thing three or four years. The subjects taught, in these schools, are generally drawing, mathematics, technology, the mother tongue, civics, and hygiene. About one-third of the entire time of instruction is given to drawing, which is considered the most important subject. The man who supervises the drawing is a practical shopman and understands freehand and mechanical drawing and designing.

In Europe, a certain kind of boy goes into a trade and another kind of boy gets a collegiate education, so the system of education there seems simpler to arrange than in America. Sometimes an American boy does not know whether he is going into a profession or a trade until after he is through high-school, and perhaps not then. While one can get good ideas for sound construction and art suggestions from the Germans and the French, he here will find a more complicated problem. Because a study is a good thing, is not enough to give it its place in the curriculum; but whether it is the most important thing for a girl or boy to take at a certain time is the real question.

Experience in teaching and making a broad study of the situation has convinced the leading drawing supervisors that the teaching of drawing in the public-schools for the development of skill should be a secondary consideration there and should be left to the strictly technical school; that the teaching of art principles and their application is the main aim of the drawing in the public schools; and that this work is of service both from an educational and industrial point of view.

## WHAT PREPARATION MAY WE JUSTLY EXPECT OF HIGH-SCHOOL GRADUATES, BOTH AS TO QUANTITY AND QUALITY?

**Edson M. Mills**

Fifty years ago nearly all college students were prepared in academies over which the college had direct control in matters pertaining to the curriculum. Now matters are quite different. The public high-school is rapidly taking the place of the academy and the preparatory department of the small college. Had we the time to analyze this tendency, we would find that the college now very much prefers a student prepared in a thoroughly up-to-date, first-class high-school to one prepared in the average private academy or preparatory school.

About six years ago, President Elliot, of Harvard, said that fifty per cent. of those who entered Harvard College were graduates of public high-schools and that about sixty-seven per cent. of those who had the courage to face manfully the toil, and self-denial, and sacrifice, necessary to complete such a course, were high-school graduates. This is only another way of saying that the high-school graduate is the better prepared for college and is more certain to complete his college course.

He further says that the high schools are doing better work than ever before, and that the product of these schools is not equaled, in the main, by the product of the independent preparatory institutions. All this is true in spite of the fact that it was not then, and is not now, the prime object of a high school to fit boys and girls for college.

We must recognize the fact that but four or five per cent. of those who graduate from the public high-school enter any other institution of learning after such graduation. Doubtless more of them would do so if the connection between the high-school and the college was not in so many instances a disconnection.

For a large majority of those who attend the high-schools, the courses of study need not necessarily lead to the college course, unless at the same time the student is receiving the training and discipline that will best fit him for the stern duties of life. With this notion of the high school as our standard, we are forced to agree with the "Committee of Ten" that during

Domestic Science.

the first year in the high school the course in Algebra should be the same for all students, whether they are contemplating a college course, a course in some scientific school, or intend their systematic education to end with the high-school. Those who are contemplating a college course should have one year more of algebra, making two years in all; while those preparing for a scientific school should have all this and in addition a year devoted to trigonometry and a few of the more advanced subjects of algebra not required for the admission to the college. This, in a general way, indicates what I would include in the "quantity" for the student entering college. But upon this point I would like to be somewhat more specific.

First of all, the college may rightly assume that the high school graduate is well grounded in the *fundamentals* of algebra. It ought not to be necessary for the professor teaching College Algebra, Trigonometry, or the Sciences, to return to the purely preparatory phases of these subjects—their fundamental principles.

By the fundamentals in algebra, I mean addition, subtraction, multiplication, and division; factoring, symmetry, H. C. F., and L. C. M.; fractions, and the equation, simple and quadratic, and inequalities; involution, evolution surds, and imaginary and complex numbers; theory of exponents, and an acquaintance with arithmetical and geometrical progressions, and logarithms; the theory of limits, and if possible, the theory of determinants. If these subjects are thoroughly mastered, the student will find little difficulty in applying his algebra to other subjects. In my judgment, all this and more, can be well done in most first class high schools in one year and a half instead of two years as recommended by the Committee of Ten.

I would like to refer by way of parenthesis to a few subjects or topics that we have a right to assume that the high school teacher will especially emphasize in his presentation of the subject. The *negative quantity* is about the first real difficulty the student of algebra encounters. This difficulty should be squarely faced and thoroughly mastered. Time spent here will be well spent. Abundance of *concrete* illustrations are at hand with which the skillful teacher may help his pupils to a *clear knowledge of these numbers*.

*Factoring* is of supreme importance and a pupil cannot be too well drilled upon everything that will tend to make him skillful in factoring all sorts of factorable expressions.

The *equation* is the fundamental process of comparison in algebra. It is of fundamental importance and gives to the subject its principal value. The equation enters so largely into this subject, that one writer affirms that it would not be far from the truth to say that algebra is the science of the equation. The various processes involved in the solution of the equation-clearing of fractions, transposition, substitution, completing squares, etc.—should be thoroughly mastered.

Equivalent systems of equations should be thoroughly understood, and the limitations of the old Euclidian axioms carefully pointed out. The introduction of the graph, throwing such flood of light upon simultaneous equations, as it does, and in view of its simplicity, should be freely used in the study of these equations. It has been said by a most eminent mathematician that algebra is only written geometry, and that geometry is only pictured algebra. It has been well said that he who wishes to have a clear and sound knowledge of algebra must have continual recourse to arithmetical and geometrical illustrations; for learning is, at the bottom, largely a process of visualizing.

*Inequalities* is another subject of importance of which many high school graduates seem perfectly innocent. The subject is not difficult, and its importance warrant its mastery.

The importance of imaginary and complex numbers demands that the pupils be given a clear notion of them. Indeed, it seems to me that the difficulties of this subject have been greatly overestimated. The graphic treatment of the complex number presents no greater difficulty to the student, ready for a study of quadratic equations, than did that of the negative number, to the student about to begin a study of the theory of subtraction.

While it is true that the *idea* is of vastly more importance than the words that express it, it is also true that we should carefully avoid those loosely worded definitions so often met with in the average text book. Definitions should generally be developed deductively, and when formulated in words, should have the stamp of accuracy.

The pupil should be thoroughly drilled in the generalizations of algebra. The spirit of generalization lies at the very basis of this science. Pupils should be led to generalize special problems,

Miss Waite's Class in Graded-School Methods.

and derive general rules and formulas from the same. The pupil should be required to discuss these expressions, and should be trained to interpret the results that follow from the many suppositions of this discussion.

I need not discuss the importance of a knowledge of ratio and proportion or the necessity of duly emphasizing these subjects in the matter of their teaching; and while the "Theory of Variation" is substantially embodied in that of ratio and proportion, its convenient phraseology is so well established in physics and chemistry that this subject demands a careful study.

As to the *quality* of work, I would say that this is by far the most important phase of this question. To this end, good teaching is what is needed most. Much more is implied in the phrase "good teaching" than the learning of definitions, rules, and theorems as so many words to be remembered. More is meant than the solution of so many difficult problems. If the teaching does not give the student power and self-mastery, its results will be no more abiding than the proverbial water passing through the sieve. Text books may be necessary, but the living teacher, who is master of his art, is more necessary.

What appear to the student as abstract statements, and purely literal quantities, should be so concretely and clearly illustrated that the eye can grasp them and the mind translate them into mathematical terms and conceptions.

Take for illustration the theoremf or the square of the sum of two quantities: the pupil writes out his work of multiplication in a number of instances, observes his results, and finally states the truth of the theorem in words. But how much does this really signify to the average boy of fourteen when he enters upon the study of algebra? In many cases, to say the least, it means very little. Combine with his analytic forms of algebra the corresponding geometrical diagrams, and at once these lifeless forms and expressions will take on a new meaning—the pupil's vision is cleared as by a flood of light.

If the work is what it should be, pupils will be led to compose, solve, and check many original problems. Pupils should know when they have correct results without comparing them with the answers in the book. They should have real independence of thought and method. The teacher should be continually testing his pupils on these points if the quality of his work is what it should be. He should ever remember that memorizing statements is of little value; that students must not only be led to think but to think clearly. The ground under the feet of the student, at every step of his progress, must be as firm as the everlasting hills.

## THE TRAINED TEACHER, THE KEY TO THE RURAL SCHOOL PROBLEM

J. J. Richeson

For many years I have felt that one of the greatest needs of the rural schools, if they ever are to take the high place that ought to be theirs, is trained teachers.

A brief comparison with the other professions cannot fail to bring about this conclusion in the mind of any thinking man or woman. A man practising medicine without a diploma is arrested and prosecuted for malpractice, and this diploma can be had only after four years of special preparation.

The lawyer, who has not been regularly examined and licensed to practice, is not allowed to appear in the common pleas or higher courts of law, and he is not admitted to this examination until after years of special training. The railroad engineer is not permitted to draw the throttle, that makes of the giant monster on the track a thing of life and power, until he has served a long apprenticeship as fireman under a competent engineer.

How about the teacher's profession? Have you not entrusted the lives of the children, so far as their future advancement is concerned, to the teacher of whom you demand no training? Cannot this teacher be as guilty of malpractice as any physician who ever prescribed for a patient?

You will readily see that in other professions, it is only after careful and long preparation that any person is allowed to enter, but in the most important of all, the teaching profession, a boy or girl has only to attain the mature age of eighteen years and secure a teacher's certificate, to enter. Unless the student be especially bright, he cannot enter the training school for the profession of law, medicine, or dentistry, until after he has attained the age of eighteen years, so the training in that case is the training of a mature mind, while in the case of the teacher, he or she is getting experience at the expense of the child. The physician, exper-

Professor Richeson's Class in Rural-School Didactics.

imenting as does the teacher, would make it necessary that 10 per cent. of the population enter the undertaking profession.

How much more serious a matter is it to entrust the development of a tender child to the untrained teacher than it is to have an untrained dentist look after your partially decayed tooth; how much more important that the teacher to whom you entrust your little boy, be trained, than the attorney who has in hand your legal case.

Most cities are now employing trained teachers, and many of them are making training a requirement. Why? You can scarcely ask that question. My former remarks were made to show the necessity for this action. The amount of training demanded varies in different cities—from the A. B. degree in Cincinnati to a minimum of training, or none at all, in some of the cities. The reason they have not made a more positive demand for those trained teachers is that the facilities for training have been lacking in this state; but as there have now been organized four normal schools for the training of teachers, you may expect to see the cities making more and more demands for trained teachers, if the state does not make such action unnecessary by demanding that all teachers be trained, which is more than probable.

The best rural teachers, realizing the conditions as they exist in Ohio,—insecurity of position, unpleasent environment in many cases, the necessity of teaching the multi-graded school, and less salary in most instances—are entering the training schools, and for most part are lost to the rural schools. It can readily be seen that in this way the normal schools have so far been a detriment to the rural communities, for the very best rural teachers go to these schools to take training and then go to the city as trained teachers. Practically all the inexperienced teachers are going into the rural schools, schools taught by eighteen-year-old boys and girls. Supervision of the rural schools would greatly aid the rural communities in this matter, but that it is a question in itself and one that I shall not attempt to discuss in this paper.

More money is needed to secure trained teachers for the rural schools, but there is plenty of evidence that it is not entirely a question of money, for in many cases the rural districts are paying considerably higher salaries than the towns and cities of their counties. This condition is true in many townships and counties of the state, and yet those cities are able to reach out and take the best teachers into the city at less money, because they have so many other conditions that are more satisfactory to the teacher.

There are ways in which these trained teachers can be had by the rural districts, but the solution does not lie in allowing the cities to take out their supply, and being satisfied with the remainder for the country schools, as is now being done.

To bring about such results, it will be necessary for the State of Ohio to say that no more boys and girls are to be allowed to enter upon this important work, but that in the future it is going to demand that in order to be permitted to teach school a person must have high qualifications—and my quarrel will be with the minimum requirement rather than the maximum.

The superintendent of a nearby city said to me that his city is now requiring of its teachers graduation from a first-grade high-school and one year's normal training. In the very same conversation he said that he thought the state ought to require nothing more than a diploma from a first-grade high-school to enter upon the profession. His thought in this matter is simply this—he thinks the children of that city should have trained teachers, but he wishes to have his high-school graduates continue to come out into the rural districts and experiment upon the children. If one of these graduates should do exceptionally well, he would advise her to take a course of training and then take her into his own school. Why not make him have his teachers get their experience in their own school? How long are we going to put up with this state of affairs?

If you are really now to demand that your teachers, as well as those of the village and city, be trained, it will cost you something to secure this trained product. The difference in cost, however, will be entirely out of proportion to the different values received. Now your schools are costing you but little, but you are getting but little in return, while with trained teachers the returns would be doubled, trebled, quadrupled, yes, multiplied a hundred fold, and with but very little additional expense. You buy education just as you buy watches. At the jewelry store, you can get an Ingersoll watch for 95 cents, but in preference to this you pay from $40 to $100 for a Howard or a Hamilton. Quality costs—not only in watches but in education.

**Professor Landsittel's Class in Grammar-Grade Methods.**

The training demanded for rural teachers shall not simply be training, but training for the rural schools, if the greatest amount of good is to be accomplished. It is even easier for a teacher, trained for the rural schools, to do good work in the city, than it is for the teacher, trained for the city, to do good work in the country. The reason is simply this, that the rural trained teacher is trained for work in all grades, trained for work under the most trying difficulties, trained to do things on her own initiative, and anyone who can successfully teach a district school can teach any school successfully, while the teacher trained for one or two grades, trained to put her whole reliance upon the superintendent, is very likely to make an abject failure, if asked to do work in the rural schools. When we now, perchance, get a trained teacher (trained for the city schools) in the rural schools, it is, in all likelihood, after she has tried unsuccessfully to get a position in the city, and with loathing for the position, but because she can secure no other, she consents to teach a country school this year. She is not interested in the school, in the environment, and worst of all in many cases she dislikes the very children she is called upon to teach. Succeed? Why, no, she is even worse than the untrained teacher.

The question of giving training to such a great number of teachers would be a serious one, and would tax the capacities of the normal schools to their utmost, but by having extension centers in the county seats, or other places, the training could be done without great trouble. This training should not consist of stuffing the student with subject matter without giving to him the power to impart this knowledge, nor the filling the minds of the students with methods of presentation of subjects without any subject matter in their minds to present, but should be a combination of the acquirement of subject matter and the power to impart the knowledge to others. This power to impart can be developed by teaching only, and each student should be required to study methods of presentation first, and should then be required to teach under the direction of a competent critic teacher.

The boys and girls are, still and must always continue to be, the best products of the farm, and it behooves the farmer to see that the conditions are made better for the teacher, the state to see that better trained teachers are supplied to the schools, and the teachers that better service is rendered. The rural school should not be too humble a position for teachers to occupy, and it would not, if other things were equal, but on the other hand, it is in the rural school that the most remains to be done, and it will be a great teacher indeed who can render proper service to the boys and girls of the country, in many cases the best and the brightest boys and girls of the state.

## SOME NOTES ON SHAKESPEARE'S TROILUS AND CRESSIDA

C. N. Mackinnon

*Dryden's Version* (1679)

The perplexities of this play evidently bewildered Dryden. In the preface to his "Improved Edition" he says, "The author seems to have begun it with some fire; the characters of Pandarus and Thersites are promising enough; but as if he grew weary of his task, after an entrance or two he lets them fall; and the latter part of the tragedy is nothing but a confusion of drums and trumpets, excursions, and alarms. The chief persons are left alive; Cressida is false, and is not punished."

Dryden remodeled the plot, discarded some of the characters, introduced Andromache, changed the order of the scenes, etc., and altered the diction to conform with that of the Eighteenth century. At the end, he had Cressida commit suicide in protesting that her faithlessness was only feigned—why, is not very clear—and that she was true to Troilus. Diomed, who had avowed their guilt, laughed at Troilus for believing an enemy and was, very properly, killed. Achilles then killed the Trojan, and the boards were quite satisfactorily cleared.

Dryden also made a desperate attempt to make Cressida conform a little more closely to conventional standards by causing her to insist on a promise of marriage from Troilus when Pandarus brings them together. The effectiveness of this is rather spoiled by the perfect obviousness of the fact that this proceeding is a mere farce for the benefit of her "prudishness."

Dryden evidently thought this about the poorest of all Shakespeare's dramatic attempts and said disgustedly, "It was, in all probability, one of his first endeavors on the stage." In support of this opinion might be mentioned the fact that the play contains one of Shakespeare's baldest anachronisms. In Act II, Scene II, Hector,

**Professor Mills's Class in Advanced Arithmetic.**

talking to Paris and Troilus, quotes *Aristotle!* In opposition to the theory that this is the work of a mere bungling beginner, however, is the fact that the character of Pandarus, at least, who has been referred to as a "demoralized Polonius," is drawn with masterly skill. We cannot be certain of the date for this composition. It could not have been later than 1609, for in that year it was published in quarto. There is evidence both internal and external tending to prove that as early as 1599 Shakespeare's name was associated with a play upon this theme, and there is internal evidence, at least, tending to prove that it must have been written later. There is a theory that the play was several times reversed and that the love story, at least, is older than the rest of the play. There is, also, excellent reason for doubting this theory. Beyond the fact that it was written sometime before 1609, any attempt to fix the date must be mere conjecture.

*Tragedy or Comedy?*

The editors of the first folio evidently gave up in despair the attempt to classify the play, for they thrust it unpaged between the histories and tragedies without crediting it in the index. It cannot be called a tragedy, for it is utterly lacking in pathos, and lacks the usual catastrophe. On the other hand, its laughter is of the harshest kind, a laughter that makes one shudder. It seems to me, however, that a study of the author's tone, his attitude toward the plot and characters, will prove this to be a comedy.

Shakespeare must have worn a smile continuously in the composition of this play, and the smile was a bitter one. For a time he was the bitterest of misanthropists. Love and the fidelity of lovers he had already immortalized in *Romeo and Juliet*. Here the sincere, passionate, trusting love of Troilus is laughed at! Cressida is a lascivious beauty with all the baser wiles of the coquette, and is utterly faithless. Moreover, her character is drawn with a sure hand and great reality. The contrast between the two lovers in the parting scene is eloquent. He abjures her to be faithful, never doubting that she will be. She, realizing her nature, conscious of her real faithlessness, is startled and indignant. Merely as a matter of form, with a pretense of anxiety, she begs him to be faithful. She *knows* he will be. He, sure of himself, replies, "Alas! It is my vice, my fault." The very next scene pictures her arrival at the Greek camp where she gaily rallies Menelaus upon his unhappy marital affairs. She has already forgotten Troilus. Ulysses at first glance dubs her a wanton. After this meeting with the Greeks, we can guess her shame without the scene of her assignation with Diomedes.

The horror of her faithlessness is intensified by the depth and sincerity of his passion. The poetry of some of his speeches is quite in the *Romeo and Juliet* tone. For example, Act IV, Scene IV, 24-27:

> "Cressid, I love thee in so strained a purity,
> That the bless'd Gods, as angry with my fancy.
> More bright in zeal than the devotion which
> Cold lips blow to their deities, take thee from me."

Not content with smirching the love story that Chaucer had handled so chivalrously, Shakespeare attacks one of the most sacred of literary traditions. The Trojan war, source of the greatest of romantic tales, he calls a "war for a placket." Agomemnon he pictures as the helpless chief of an unruly army. Menelaus is a deceived husband thirsting for revenge, but without sufficient intelligence to appreciate his shame. Helen is a mere harlot. "The godlike Achilles" is a sullen, cowardly, treacherous braggart. Suspicion that one would think far beneath Shakespeare is bluntly cast upon the friendship between Achilles and Patroclus. And the suspicion is not refuted. Moreovers the reason for his withdrawing from the war is not the "wrath" that Homer celebrates, but a treasonable love affair with Polyxena. Ajax is thoroughly stupid and ridiculously vain, the butt of his fellows, and made more ridiculous by his great size.

Instead of the devices that Homer tells us of for drawing Achilles from his retirement, the childish ruse is adopted of going by his tent and contemptuously ignoring him. And to crown it all, the combat between Achilles and Hector that offers such dramatic opportunity is converted into an assassination by the whole troop of the Myrmidons upon an unarmed man who is resting from violent exertions.

The story ends with Cressida living happily as the mistress of Diomed, while the unhappy Troilus works off his rage upon the unhappy Greeks. Shakespeare is careful to avoid the enforcement of poetic justice here in order that there may be no mistaking his purpose of treating the whole subject in the vein of comedy. It need hardly be said after this resume that the play is decidedly unpleasant. I think it is

Miss Brison's Class in Drawing and Handwork.

altogether the most unpleasant of all his plays, and its loss would be a misfortune from which literature would easily recover.

## TEACHERS OF COMMERCIAL BRANCHES

### C. M. Copeland

A college graduate without business training or instruction in commercial branches was employed to teach in a certain Ohio high-school. Book-keeping was one of the subjects assigned to him. In addition to his teaching he was expected to outline and direct the Commercial Course then offered in that school. On his way to begin the work, he stopped off between trains in a certain city to inquire of an instructor in commercial branches how to teach book-keeping. Doubtless, this same person would not have thought of attempting to teach language, science, literature, history, or music without first making adequate preparation, and yet, like many others, he did not hesitate to attempt the teaching of commercial branches without having made any preparations whatever. He seemed to take it as a matter of course that those were subjects thé teaching of which presented no difficulty even to those who knew nothing about them.

It is not known whether the board that employed this alleged commercial teacher knew his limitations. It is possible that they underestimated his qualifications. It is also possible that their conception of the requirements was not unlike his and that they, with a full knowledge of the facts, had assured him that he would be able to do all they expected to be done. It is barely possible that he was given to understand that, at best, not much was to be expected from the students who would take commercial work, that they were the weaklings in the school, and that the commercial department, so-called, was a sort of hospital ward in which to care for the mentally deficient and the spoiled sons and daughters of certain influential citizens, in a semi-respectable way, until graduation, and at the same time meet, in a measure, the ever present criticism that the work of the schools is not practical.

The incident related above occurred several years ago. Since that time "practical" courses have increased in number, content, and efficiency. Nearly all the larger and most of the smaller school systems have made provison for vocational courses, and usually the commercial is one of the first to be added for it offords a training that is of general utility whatever the life work may be. It is quite noticeable that the vocational courses are not the "snaps" they once were. They are no less popular, however, for a training to do some specific work that may later mean a livelihood appeals to many as safe, especially when it may be gotten in connection with the more liberal studies. Then, too, these courses have increased in popularity among all classes of pupils and patrons since it has been found that there can be such an arrangement and combination of vocational and other studies in the four-year high-school course that the pupils are prepared to do something when they get through and at the same time are prepared for college if they wish to continue their education. In this connection it may be noted that it is gradually being realized that if a college education is needed by the doctor, the lawyer, the minister, the engineer, it is needed quite as much by the business man whose problems are quite as complex as theirs.

Whatever improvement has been made in the work and standing of the commercial high-schools and of the commercial departments in high-schools is due largely to the better preparation of the teachers in charge. Wherever boards have been able to place this work under the direction of persons of broad general education, who have an adequate knowledge of the special subjects to be taught, and who have real teaching ability, the department will probably rank with all others in every important feature. Further, it would not be surprising to find that many of the commercial graduates in such schools had been so impressed with the importance of education as a requisite to success in business that they had continued their schooling in some institution of higher learning.

At the present time the greatest hindrance to the continued growth and efficiency of commercial work in high-schools is the inadequate supply of competent teachers. Superintendents, boards of education and teachers agencies are asking every college with a commercial department to nominate all available candidates. They are asking for teachers with experience, a college degree, and a knowledge of the branches to be taught, but in many cases they are compelled to be satisfied with much less. The salaries offered are usually higher and the tenure of office more secure than for teachers of the

**Miss Liston's Class in Public-School Music.**

old-line subjects, simply because the supply of commercial teachers is so limited.

Persons who are planning to teach would do well to investigate the opportunities for advancement offered to those who are well prepared to handle this line of school work. This institution offers unusual facilities to those who would make such preparation. The regular collegiate and pedagogical subjects may be taken in the College of Liberal Arts and in the State Normal College; and the commercial work may be taken in the School of Commerce. The holder of a degree from Ohio University who has taken his electives in commercial subjects, and who has teaching ability, will be in demand in positions that it will be an honor to fill.

## OHIO UNIVERSITY STUDENTS AND GRADUATE WORK

**Edwin Watts Chubb**

What shall a young graduate of the Ohio University do if he wishes to continue his studies after graduation in one of the four-year courses? Shall he take graduate work at Ohio University or go elsewhere? In recent years, especially during the past two years, the feeling of many members of the faculty has been that the student should be encouraged to go elsewhere for graduate work. There are several reasons for this feeling. The number of undergraduates has been increasing; this means more work for the professor. Shall the professor devote much of his time to the special instruction of two or three graduate students to the neglect of the many undergraduates? Besides that, after a student has spent three or four years at Ohio, absorbing its methods, its environment, its spirit, will it not be far better for his development to go to another school and there enter upon a new life? The larger universities make special preparation, have special courses, special professors, for the graduate student. Ohio University does not pretend to be other than what it is—a good college for undergraduate work. Its emphasis is upon the four-year college course.

By doing its undergraduate well, Ohio University has been gradually winning a place in the respect of the best graduate schools in the country. At present eight young graduates are assistant professors and instructors at Cornell; two are instructors at Harvard, and many others are in the various colleges and universities of the land.

I have taken a rapid survey, with the assistance of the Alumni Secretary, of the recent graduates who are instructors in colleges and universities, or who are pursuing graduate work in the larger universities. I have confined myself to those who have graduated within the past ten years in the College of Liberal Arts. The list is by no means complete.

Dr. C. W. Waggoner, 1904, holds the chair of physics in the University of West Virginia. After graduation he continued his studies at Cornell, where he was both instructor and student. George Sprau is head of the department of English in the Michigan State Normal School at Kalamazoo. After graduation he took his A. M. in English at Ohio University and then studied at Harvard. At Cornell today the following are instructors: J. A. Badertscher, 1909, R. R. Bolton, 1909, Chas. E. Hayden, 1910, Alfred Livingston, 1910, H. G. Bishop, 1911, H. A. Pidgeon 1911 and W. E. McCorkle, 1911. Badertscher, Livingston, Shilliday, and McCorkle are instructing in the Medical department, Hayden and Bolton in the Veterinary School, Pidgeon in Physics, and Bishop in Psychology. Rhys Evans, 1909, and Fred Langenberg, 1912, are instructors in the department of Physics at Harvard; Mr. Evans also teaches in Radcliffe College. W. E. Alderman, 1909, and H. L. Ridenour, 1912, are graduate students at Harvard. Their work is in English.

W. T. Morgan after graduation at Ohio University received his Ph. D. degree recently from Harvard; he is now professor of Economics in the Iowa State Teachers' College L. B. Nice, 1908, continued his studies at Clark, became an instructor in the Harvard Medical School and is now professor of Histology in the University of Missouri.

Thomas N. Hoover, W. F. Copeland, and W. A. Matheny are graduates of the College of Liberal Arts, who pursued their studies at Harvard and at Clark, the first named receiving the degree of A. M. at Harvard, the other two receiving their Ph. D.'s at Clark. The three are among the leading professors in the State Normal College of Ohio University. H. R. Wilson, Professor of English in the same college is also a Liberal Arts graduate, but of an earlier generation. H. E. Cromer, 1909, is a professor in Berea College; J. A. Myers, 1912, is an instructor in the University of Missouri; and E. C. Miller, 1911, is assistant professor of German in Central College of Kentucky. Evan J. Jones,

**Class in Reading—New Education Method.**

1911, is assistant professor of History in Ohio University.

Of the last graduating class, that of 1913, J. W. Buchanan is an instructor in the biology in the University of Mississippi; John Henry is instructor in commercial branches in the University of North Dakota; J. A. Place is instructor in Ohio University in the Biology Department; H. H. Young is instructor in the Department of Psychology; O. L. Dustheimer is studying mathematics in Clark; R. J. Jones is studying law in Ohio State University; W. K. T. Tsui is studying mathematics in the University of Chicago; G. R. Micklethwaite is studying medicine at Johns Hopkins; and R. J. Nutting is a student in the School of Medicine of the University of Michigan. P. W. Fatting, 1912, is professor of biology in a college at Huron, South Dakota; J. V. Bohrer, 1910, is an Interne in the New York Cornell Hospital, and H. W. Mayes, 1908, is in the Cornell Medical College. Malcolm Douglas, 1909, is in the University of Washington Law School. In the University of New York, C. L. Tewksbury is taking graduate work in Commerce.

## PLUTARCH

**Edwin W. Chubb**

I.

The study of biography is stimulating. The Bible itself is a spring of living water, refreshing with its plain tales of real men. Moses and Joseph and Peter are men whose humanity has vitalized the law and the Gospel. In modern history the lives of Galileo and Columbus, of Tennyson and Longfellow, Washington and Lincoln, in science, literature, and statecraft are a people's assets more valuable than the gold of Ophir or the diamonds of Golconda. Unless vivified by the human touch, history is an abstraction. The youth absorbed in the career of the Titanic Napoleon will likely have a clearer and more lasting impression of European politics at the beginning of the nineteenth century than the patient student of the detailed record of that time. The boy who has read one of the interesting biographies of Lincoln knows fifty years of American history better than the schoolboy who has mastered the ordinary school history covering the corresponding period. Napoleon himself is an interesting example of the stimulating effect of biography. Memorable in the history of nations is the day in which he hit upon the exploits of Caesar and Alexander in Bossuet's *Universal History*. He says that on that day the veil of the temple was rent and he beheld the movements of the gods. This vision of his youth remained with him in Egypt, in Syria, in Germany, and in his greatest days.

How can the student get an insight into the glory of Greece and the grandeur of Rome? By

**Class in Dramatic Action.**

reading their literature. But Latin and Greek no longer hold their primacy in the course of study, and even when they were the *sine qua non* of a liberal education many a student had a fair conception of Latin and Greek syntax, but no realization of the life and spirit of the Greek and Roman civilization. Keats, who knew but little Greek, had the Greek spirit more truly than the erudite Porson, the most learned Greek scholar of his time. The invasion of the physical science into the school and college curriculum, together with the addition of the practical arts and home economics, is the most significant occurrence in modern education. The movement may bring with it all the advantages its advocates urge. Yet we dare not forget that man is more interesting than either the fossil of a prehistoric age or the tenderest *scomber scombus* of the North Atlantic, and that our modern life, at times so confusing in its complexity, can learn much from those great nations whose achievements have made possible the civilization of the present.

Plutarch can do much to keep alive the coals on the altars of ancient culture. Not that he can teach us all the facts about Greek art and poetry, or about Roman colonization and militarism, but he can show us the worth and dignity of ancient manhood. He is, in a sense, a hero-worshipper. But hero worship, burning its incense at the altars of the noble and great, is good for the soul—especially if that soul still has its youth. Plutarch is a great biographer of great-souled men because his own soul is great: "Such men Carry the fire, all things grow warm to them."

II.

Plutarch, who is called the prince of biographers, is himself without a biographer. From the personal remarks, dropped here and there in his writings, we can gather enough to fix him in time and space. About sixty miles northwest of the famous city of Athens lay the little town of Chaeronea, a town once famous as a battle-field and now still more famous as the birthplace and home of Plutarch. Here Plutarch was born about 46 A. D., at a time when men who had seen the crucifixion of Christ were still living. At Chaeronea he remained during the greater part of his life, staying there as he quaintly observes, because he did not wish to make a small place smaller by the loss of a single inhabitant. That the town was unimportant is attested also by the present remains of its theater, "one of the smallest in Greece."

His family was likely one of the most prominent in the town. Before settling down in his native place, Plutarch visited Egypt and Italy, spending some time in Rome. His old age he spent in studying literature, philosophy, and in

**Class in Interpretative Reading.**

attending to his duties as archon and priest of Apollo. He died in the eighth year of the reign of Trajan, A. D. 106.

### III.

Plutarch is known to the casual reader, if known at all, as the biographer of Roman and Greek men. But to the scholar he is also known as a writer on morals. His *Morals*, or moral writings, deal with ethical problems. They include matters pertaining to religion, literature, politics, and philosophy. We can readily imagine that Plutarch was a widely read man, that his genial goodness prompted him to share his knowledge with others, and that a group of serious-minded young men gathered about him to discuss the problems of life. Lamprias, who made a list of Plutarch's writings, enumerated two hundred and twenty-seven different books. Of course, we must keep in mind that that does not mean two hundred and twenty-seven books such as are now published. Cotton Mather, it is said, published about four hundred different books. But we know that the majority of them were mere pamphlets and essays. Many of Plutarch's works must have been of that character.

From his *Moralia* we gather that Plutarch was a man deeply interested in making the world better. It is interesting to speculate what his influence would have been had he fallen under the spell of St. Paul's enthusiasm. The Christian religion had gained a foothold in Greece before Plutarch's death but he does not show any interest in it. If he had heard of it, he doubtless had rejected it as a superstitious enthusiasm spread by the fanaticism of a narrow-minded sect. And yet Plutarch was a believer in Divine government, in Providence, and in the immortality of the soul. But he believed in them because Plato and Aristotle had believed in them.

The ethical bent of his mind is apparent in his biographies. He writes biography, not to teach history but to reach the heart of his reader by the portrayal of noble human life. "It must be borne in mind," he writes in his life of Alexander, "that my design is not to write histories, but lives." And in his life of Pericles, "But virtue, by the bare statement of its action, can so affect men's minds as to create at once both admiration of the things done and desire to imitate the doers of them—and so we have thought fit to spend our time and pains in writing of the lives of famous persons." His purpose is a moral purpose. He wants us to see humanity at its best. The virtues of these great men "serve me," he writes, "as a sort of looking-glass, in which I may see how to adjust and adorn my own life."

What is Plutarch's method? He seems to

**Agricultural Class at Ohio State Hospital Cattle Barn.**

know that the biographer is in danger of producing an abstraction, or if not an abstraction a mummified piece of matter. Consciously or unconsciously Plutarch strives to make his characters human. He knows that men are able to learn more from men than from angels or demons, and so he paints men in all their weakness as well as in their heroic greatness. "He follows his heroes," observes a writer in Littell's, "from school to public life, and home again,—peeps into their family circle, tarries with them over the wine, watches how they bear prosperity and misfortune, and lingers by their death-beds, or bends down to them as they lie dying on the battle-field, to catch their last words, and see how they bear their last trial. Everything, he thinks, that a man can say or do shows character; and why write biography, if not completely? As he is always reverent and kindly, he never offends by this copiousness; while his subjects are personages of such historical importance, that hardly anything they do or say can seem quite trivial."

## EUGENICS

### W. F. Mercer

The interest in the subject of inheritance will never abate. It will be seen that we do not inherit things biologically as we do property in houses and lands but we do inherit tendencies and forces which are placed somewhat under our control. Acquired characters are not things. If so,an educated father could simply will his son his education and the son would be educated without any effort on his part. The study of the question of heredity leads us into the most subtle aspects of life which are the foundations ultimately of the civilization of the human race.

Our first premise must be "selection for parenthood" based upon Darwinian principles. Kipling's principle was well worked out in the Roman Empire. There, men not good enough for Roman soldiers were left at home to become the fathers of the next generation. The flower of the nation was sent to the colonies and the result is well known.

It is taught in some places that we must take the world as we find it. Man's place in the world is very different from that of any other animal. He makes his own world to a certain extent and if our ancestors had taken the world as they found it and left it as they found it, we would have been but little more than erected monkeys to-day. We talk glibly of the continuity of life but with man there are practically three generations in each century. Three times in a century all the wealth of a nation is reduced to dust, for there is no "wealth but life." A surface view seems to point out a train in the old

Forestry Class leaving Dr. J. J. Crumley's Forestry Farm.

saying "history repeats itself," but a careful study will show us that history does not repeat itself, and that every generation is epoch-making.

The whole theory of evolution is summed up in two things, parenthood and birth. Every movement swings around them, no matter where the study is being made, in plant or animal, high or low. Now if man can figure them out for the plants and lower forms for their betterment, why can he not do it for himself? Where can he find a higher ideal to strive for? All biological study points towards the selection of the best for parenthood. All agree that the insane tendency is transmitted. If so, why should this class of people be allowed to become parents? To settle this, public opinion must be educated. When this is done, this and many other questions of the same sort will easily be settled.

If we agree with Ruskin that "there is no wealth but life," since there are three generations of children in a century, our greatest concern is with the children of the nation. A large part of the children of all classes are born healthy. Many of the smaller part are doomed from the start, but, leaving out the effects of alcohol and a few diseases, the great majority of the children have a good start and make up the wealth of the nation. Political economy receives the attention of the many but vital economy attracts but few, if any. The killing of the many, which amounts to more than a third before they are five years old, is not the worst of it, for those that remain are injured by the process of elimination and these injured ones are to be the parents of the nation's wealth in the next generation. Barring the racial poisons, "if there be no processes of selection, each generation begins where its predecessor began and is as a whole neither worse nor better, whether physically or psychically."

Many object to the efforts made to reduce the death rate on the ground that we are trying to keep alive a lot of weak and unfit children, which will naturally bring about an inferior race. This is a serious argument and from nature's standpoint it is valid. Nature says the fittest must become parents and the unfit must surely die. With man this is not so, for his moral intelligence rebels. The Eugenist says "we must prevent the unfit from ever coming into existence at all." This means vast economy in life and money. and in time and suffering. Our age is awakening to the necessity o choice of the worthy for parenthood and the elimination of the unworthy not as individuals but as parents To do this some depend entirely upon heredity and others entirely upon environment. The Eugenist stands for

**Forestry Class at Dr. Crumley's Farm.**

heredity, but without the crusade against infant mortality the eugenist would be handicapped, for what would be the advantage of a well-born child if he was born simply to die? Therefore to make any headway for an improved race, both heredity and environment must be taken into consideration. The environment must necessarily begin with the fertilization of the egg. To produce the proper environment laws are being passed and statesmen are beginning to realize that true politics is domestic, since there is no wealth but life and life begins at home.

It is now more than fifty years since the *Origin of Species* was written and the expression of Spencer, the "Survival of the Fittest," became current in biological literature. The origin of species by natural selection is opposed to Emerson's teaching that the world is moral. Is the world moral or is it immoral? If man is left to evolve now by natural selection, he is admitting that honesty is the worst policy and defies the Devil. Natural selection means murdering and being murdered. This is the method of all nature if left to itself. It means the development of thousands of individuals only to combat each other and the fittest survives. If there is no struggle, there is no selection. All would survive, therefore no selection and no evolution. It will be seen that this method is very expensive and the cause of an endless amount of suffering. Now we are beginning to realize that the world is moral as far as man is concerned on account of his highly developed mind. Man reached his present state over the same rough and rugged road that all animals have evolved, but he is seeing another way to get the same results without the suffering and the loss of energy required in pure natural selection. Instead of the warfare between man and man to bring about the survival of the fittest he will take care of the weak but not allow them to become the parents of the next generation. We are living in the time of the rule of mind; and mind is sure to work out a method to better the race without the enormous waste of natural selection.

In all early history the animal with the best mind survived. The body was the servant of the mind. In man this principle is worked so far that the physical is by far the best that there is in or of him. It is agreed by all that if man is to evolve any farther it must be along the psychical rather than along the physical. In developing the brain we must not lose sight of the fact that the nervous system is dependent upon the body for its life. The brain can not do its work without the heart to send the blood to it, and a good set of lungs to furnish the requisite amount of oxygen. In other words we must develop brawn for brain's sake. The erect attitude of man is evidence of his high

**Forestry Class at Dr. Crumley's Paragon Chestnut Nursery.**

place in nature. All other vertebrates are horizontal or semi-horizontal and get their food by carrying their mouth to it, but man has changed this relation so he takes his food to his mouth instead. All other forms use all four limbs as organs of locomotion, but man has eliminated his hands from that service. The motions and the attitudes of the child remind us of our low estate as a race. Man must select for skill rather than for strength. To do this physical culture is of no avail that does not work towards the coördination of the nervous system. It can not be done with the dumb bell, but must be brought about by games that require skill, where the brain must be brought to the test to succeed. If it were possible to develop a race of giants, it would go down before the microbe or any other race that we might mention. The old training of the soldier is the good example of the manufacture of the human machine and expressed in the poem "Theirs not to reason why, theirs but to do or die." Society now does not want the man that is a good machine, "but the man that can make one."

There are no laws stronger than the laws of heredity. We know with a certainty that wheat will produce wheat and that a fish egg will not develop into a tadpole. Knowing this we think often that the mother's responsibility begins with the birth of the child, but in reality her responsibility begins the moment the egg is fertilized. Her blood furnishes the food for the child, altho it does not circulate therein. Her blood serves as a carrier to eliminate the waste matter from a living organism, yet there is no nerve or blood connection between the two any more before birth than after. If a mother fill her blood with alcohol she is feeding her offspring alcohol and then wonders why he becomes a drunkard in after life. If she poisons her blood with syphilis or any other social poison, she must expect the child to suffer accordingly. During the first few months of a child's life, the mother has complete control of its environment. It is of vital importance to understand the relation of heredity and environment in race culture. It is impossible to discuss environment without education and we may define education as "the provision of environment." We are tempted often to give environment the greatest place in the development of the individual, but we must conceive the analogy to be one of multiplication instead of addition. If heredity is zero you may multiply by education as much as you please and you get zero. Or if heredity is 100 per cent. or ideal and education is zero, zero is the result; or if education is a fraction, genius is not what it ought to be.

Heredity is by far the most important of the two factors. Education can only work upon

**Agricultural Class at the Carpenter Experiment Farm. C. C. Williams is Addressing Class.**

what heredity gives and no more. In reference to great men we often express ourselves that a certain college or institution made him, but if the institution made him why does it not make more of them? There is plenty of material. The fact is the institution failed to spoil him. He was a great man in spite of the institution, that is he was born and his education supplemented his heredity and made him more than he would have been without it. It is often taught that education is a leveling process. Not so. A low man can not become high by education. Education augments the differences in men. You may add large numbers to 1, 2, 3, 4, and the first differences will soon be lost, but if you multiply the series the differences are becoming larger all the time. Some say that education counts but little in race culture, and that it does not matter what kind of education we give to children; that the primary matter is what kind of children we have to educate. This is all very well but it does matter what kind of education we give the children. It is now more than fifty years since Darwin wrote on natural selection, and we are just coming to realize the importance of his doctrine. The fundamental principles of heredity are simple; so simple that the mere child can understand them. That is the kind of education that educates for the highest life. We educate for a livelihood and lose sight of the important facts to fit the young people for the duties of life so they will become the very best parents possible for the next generation. We should begin by teaching that there is no "wealth but life;" that biologists are teaching historians how to explain the fall of the Roman Empire in terms of the quality of her people; that patriotism can be best exhibited by the boy who not only waves the flag on holidays but keeps his body free from alcohol and syphilis, two of the hereditary social poisons. It is patriotism to have the future welfare of one's country at heart. This will appeal to the boys if nothing else reaches them. The girls should be taught their part in building up the race no less than the boys. This is the kind of race culture. If we do not attend to this side of the education of the young, we will soon be counted with Greece and Rome and the other civilizations of the past.

## SPECIALIZATION

### W. B. Bentley

Concentration is the watchword of the twentieth century. The concentration of capital in the hands of a few citizens is at once the perplexing problem of the statesman and the chief stock in trade of the demagogue. The manu-

**Agricultural Class at Carpenter Experiment Station Orchard.**

facturing interests of the country have been concentrated and specialized to such an extent that one of the commonest words in use to-day is *Trust*. Whatever may be said about the present influence of the so-called Trusts upon our conditions of life, whether that influence be for good or ill, one thing is certain, and that is that the concentration, which is the basic idea of the Trust method, lowers the cost of production. Anything which lowers the cost of production of an article must ultimately be an advantage to the consumers of that article and so this industrial development must, at least in the long run, mark a great upward step in the march of civilization.

The influences which have thus revolutionized the industrial world have been no less active in the educational field. The modern college or university comprehends departments which would have caused our grandfathers to stare with amazement or dismay. Baccalaureate degrees are conferred for courses of study which would cause the college man of fifty years ago, who had not watched their gradual introduction, to repress his feelings for the sake of politeness. Fifty years ago the educational physician had but one dose to administer and this he gave to all comers in a very thorough manner. If the treatment was indicated by the type of mind treated, the results were, because of the thoroughness, surprisingly good. If the type of mind was not suited to this treatment, no harm was done at least. The modern method in education however recognizes that there are different types of mind and that they need different educational treatment, just as surely as different bodily ills need different curative agents. The fact that educational conditions have, of late, made it possible for men to educate themselves in the line of their best natural endowments and the further fact that social and industrial conditions have enabled them to devote their lives to that one field, have made for civilization more progress in the last half century than was accomplished in several centuries preceding. Everybody recognizes the necessity for specialization and the young man who comes to college in preparation for his life work very naturally demands from the college of his choice the opportunity to go somewhat deeply into the subject which is to be the basis of his future activity. The average age of graduation from college is, perhaps, 22 or 23 and a man will usually expect at that age, which is doubtless more than one third of his entire life, to be well started in preparation for his vocation. The college which can not or will not afford the means of doing what is sometimes spoken of about college as advanced work, will gradually drift into the class of secondary schools

Belmont County.

as the upper-class men, especially those who are most worth keeping, go more and more largely to other institutions to complete their college courses. It is therefore not only advisable but necessary for the college which wishes to maintain its standing to offer to its students the opportunity for specialization during the latter half of their college life.

The American people are liable, however, to carry things to extremes. They may argue that if specialization is good in college it must also be in high-school, and perhaps the idea may at some time go down to the grades so that we shall have some pupils who can read and some who can do sums in arithmetic. The ordinary boy will probably admit a desire to have a body that is symmetrically developed, but he can see no use in a similar symmetrical development of the mind. If his taste does not incline him to mathematics he wishes to drop that subject as soon as he has finished fractions. The complaint is continually made that this subject or that will "never be of any use to me." The boy fails entirely to realize that his school work is not and should not be learning a trade but rather training the mind so that in later life, when various problems appear, the trained mind may be capable of digesting them and finding a satisfactory solution for them. It may be said in objection that the mind of the school boy like that of the college man should be trained in the direction of maximum efficiency. There is however a foundation necessary for any kind of education, and this foundation should be laid solidly and substantially in the primary and secondary schools as well as in the earlier half of college life, so that in the latter half of the college course and in the years which follow such a superstructure may be erected thereon as nature intended. It is also worth noting that the immature mind of the high-school boy may be misjudged as to what is the line of maximum efficiency.

There are perhaps no two powers more generally needed by all classes than the power to reason closely and correctly and the power to express ideas in clear and forceful language. Thorough training in mathematics should develop the power of correct reasoning, but hurried and superficial work will not attain the object. Quality of work is too often sacrificed for the sake of quantity. Educational work should be made less extensive and more intensive. The power of expression should naturally be cultivated by a study of language. English as an uninflected language does not lend itself to study and anaylsis as does Latin or still better Greek. Greek has unfortunately been driven from the schools beyond recall and it is to be feared that Latin is often taught in a way

**Fairfield County.**

that robs it of most of its educational value. The translation of a page of Caesar into a language midway between Latin and English is of very little worth, but analysis of the sentences and a conscientious inquiry as to why a particular form of expression has been employed, should be of great value. It might be remarked that study with a text in one hand and a translation in the other is worth about as much to the student as playing marbles for a similar period. The translation of passages of English into Latin should be the best way to get from Latin the sort of training which it should be pre-eminent in supplying.

The intensive study of Latin and mathematics, or anything else for that matter, is too strenuous to suit the ideas of the average American youth, and so the course is expanded and diluted until there is too often no real discipline in any line. All this is done in the name of making education more practical. The subjects introduced are all proper enough material for study and if properly taught should be of the highest educational value. It is not so much the subject as the manner of teaching that determines the educational value of a study. German may take the place of Latin, though it seems that if both were equally well taught, Latin, as the more precise language, would have the greater disciplinary value, just as Greek really surpasses Latin. A compensating advantage may be found for German in the breadth of the field from which material may be chosen as well as the lack of the translations which are the ruin of Latin work. Scientific subjects may replace mathematics in part, but there is a constant danger of these subjects being presented as purely descriptive work lacking the training of reasoning powers. The real trouble with the introduction of so many subjects is that the attention of the student is so scattered that nothing can be done thoroughly enough to be of great value. To get back to a narrower and more thorough secondary education would be desirable, but it is hardly likely to be accomplished. We have popularized education, but the thoroughness of education has not escaped injury in the process. We have swelled the number of students by inducing many a young man to continue in school and college when, for the best interests of all, he should have been engaged in some productive work. He has made it his chief business to do the least possible work consistent with maintaining his standing. Do we need wonder that so many so-called educated men make failures of life? It is certain that to make education of the greatest possible worth, specialization is essential, but specialization means a thorough study of some particular subject after the student has been prepared for it

Gallia County.

by thorough, intensive study of subjects of general educational value.

## IN OLD PROVINCETOWN

### M. Louise Stahl

Out on the tip end of cape Cod, stretching its narrow length of three miles, close along the shore of the beautiful bay, lies quaint old Provincetown. Rich in historic interest, in its charm and variety of subject matter for the artist and of an agreeable climate, it attracts to itself during the summer months many sojourners. The student of history who wishes to link hands with the past can here, in traditions and customs preserved, dream himself an early American. Here the town crier each day with bell in hand and written notices walks the length of the town crying the news. Here are still the old "accommodations" long covered wagons, drawn by slow jogging horses, that carry the passenger "up along" or "down along." Here is no town council, but "Selectmen," no opera house, but a "town house," be it ever so commodious. And in front of this hall stands the granite tablet, graven with the compact of government, drawn up and signed by the Pilgrims, for in this quiet harbor was the birthplace of the American Republic. It was in the harbor of Provincetown that the Mayflower first dropped anchor. Here was born the first white child, and here died Dorothy Bradford, whose husband became the first governor. The name, Bradford, figures frequently. One of the two streets, (there are only two) that go the length of the town, is Bradford. A school is the Bradford School. The stately ship that sails each day during the summer from Boston to Provincetown and back again, is the "Dorothy Bradford," and as she comes slowly and gracefully around the Point into the harbor, the inhabitant stands and watches her as though it were the first time and exclaims: "Here comes the Dorothy Bradford."

The United States Government and the Commonwealth of Massachusetts have erected a monument to commemorate the historic events. It is a very tall stone structure not unlike a Campanile, for it is Italian in its style, and while good in itself, seems out of place in this town with its low nestling houses and its drawn-out length.

The tourist who seeks a souvenir cannot escape the monument, for it is stamped and printed and graven on everything imaginable without regard to fitness or taste.

But it is to the artist that the old town exerts its greatest lure. Being of remote settlement, it has an old world aspect. The streets are narrow and crooked, the cross streets so narrow that when the grocery wagon comes

**Jefferson County.**

along the pedestrian must seek the nearest gate and step into the yard to let it pass; and some of these streets are even too narrow for the grocery wagon. The houses, mostly white, have gables and dormer windows and beautiful colonial doorways even the smallest of them and lovely faded shutters. The stores, too, all on the street next to the bay, are quaint, with small paned windows, some of them projecting outward.

Then there are the wharfs—some fallen into decay—for fishing isn't what it used to be—with boats alongside hugging up. And there are magnificent trees, and beautiful flower gardens the soil for which was all brought in the ships from other lands.

And then the dunes. Beginning close upon the town, they are covered with the most adorable growths, such as bayberries, wild plum, cranberries, beach grass, small pines, and other things that make lovely color spots. As they stretch nearer to the ocean, they become more desolate.

A large element of the population is Portuguese. They were first brought by the sea captains from the Azores, and they furnish picturesque, though often unreliable, models for the artist.

It was in 1899 that Charles W. Hawthorne, realizing the almost unparalelled opportunity for the artist, founded the Cape Cod School of Art. High upon the highest point, he builded his house, and in all my travels from the Atlantic to the Pacific, I have never seen such enchanting and far-reaching views, as are to be had from this house. A terraced garden with a profusion of every kind of flower, and an equally attractive vegetable garden, add to the homelikeness of the place. Farther back on the dunes is the studio for the use of the class. Mr. Hawthorne's fame has grown from year to year. He is today one of the most eminent American painters and is represented in nearly all of the large galleries. His winters are spent in Paris, where he was recently elected a "societaire." But every spring finds him early returning with his charming wife and his beautiful little son to this lovely home in Provincetown.

There is another artist of renown here, Mr. E. Ambroise Webster, who also has classes. He is noted as an outdoor painter. He paints in a very high key, and with pure color. In addition to the students working under these two men, there are many so-called "free lances." And so the artists are ubiquitous. On the streets, along the shore, on the wharfs, on the dunes, or in the studio, they may be found in large numbers. Here they meet summer after summer—for let them once go to Provincetown, they will be sure to go back. You find them at the same board-

**Licking County.**

ing houses—sometimes fifty strong. And what interesting table-talk one hears, for the artist is much traveled and has visited many countries and many galleries. The great masters, old and new, but more often new, are discussed. Or sometimes it is comparing experiences in this or that country, or perhaps it is the day's work. One young woman tells how her easel and canvas were blown from the wharf into the ocean. Another, an aristocratic Virginian, tells how she stood all morning in an ash-heap because it was the only place from which she could get a good view of the model. A young woman from Canada tells how her best canvas, just when it was finished, fell into the dirt and was ruined. Or again, it is the master's criticism of the work. A woman, a graduate of Wellesley and a musician of European training with purse large enough to have enabled her to board at the most expensive hotel, refused to leave her place at the boarding house because of what she learned from the conversations at the table.

If there were space, I should like to tell of the famous Saturday morning criticisms, when all the work is put upon a screen and criticised in public. What heart thumps the student has as his canvases come up! What pride and joy and congratulations from his generous *confreres* if his work receives much praise, and what discouragement if it is bad! For the master does make such original and straight-to-the-point remarks. But the student remembers: "Faithful are the wounds of a friend," and begins again on Monday morning with renewed courage. And there is scarcely one whose work does not show great improvement by the end of the summer.

And there are the afternoons "At home" when the master and his wife receive us and show us the canvases on which he is at work and refresh us with good things to eat and drink. At least once in the season the artists give a costume ball and for originality and inventiveness, I have never seen its equal.

But I suspect I have written my thousand words and there are yet so many things one could tell about. There are the old sea captains, with their interesting tales, who have traversed all the waters of the earth. And when Uncle Sam sends his battleships to summer in the harbor, what a fairy city in the night it becomes, when all the ships and boats are aglow with electric lights, and how the sailors take the town when they have shore leave. And how glad we are when the boarding houses are not full of officers' wives.

But for the artist is reserved the highest joy, for with all this, he sees "the light that ne'er was seen on land or sea."

Meigs County.

## SOME EDUCATIONAL TENDENCIES

A. A. Atkinson

The ideals and purposes of education have been as various as the nations and as changeable as time itself. Not only has each civilized people attempted to put into practise its notion of a correct education, in the earlier times through individuals and private institutions, later through public and national means, but as times changed and new conditions arose, and as new interests gained possession of the minds of men, their ideals in education also changed. For education is but the reflection of the thoughts and motives of men. Hence almost from the earliest times, even within any one nation, various views have been advocated at the same time, and widely different methods and materials have had their most earnest advocates. That struggle of advocates and contest of ideas is still waging, and the educational pendulum still swings from the field of one set of extremists into that of their opponents of the particular period.

Another fact which the history of education establishes is its extreme conservatism, contradictory as that may seem. A system once in vogue, or a particular conception pretty generally held for any length of time becomes, so to speak, like the laws of the Medes and Persians; it is worshipped as something sacred, and woe unto him who should be so sacrilegious as to lay his unholy hands thereon. The result is that often the conditions and requirements of the period have long outgrown what has become an antiquated education as to purpose, method, and material, before the last struggling conservatives have been routed by the progressives and an advance movement is made in accordance with long and urgent demands. Even in our own times our methods are still saturated, in spite of all that has been done to modernize our education, with the ideas and ideals so thoroughly implanted by Aristotle and Plato. Great as were the principles established by these old Greeks their ideas on education, ever so valuable for their own age, find little to support them in modern America. Plato's "good education is that which gives to the body and to the soul all the perfection of which they are capable" sounds very fine, but is selfish through and through. Early Greek and Spartan education was to produce symmetry of form, beauty of personal appearance, and strength of body for self-protection; and on the other hand the ideal of high intellectual development meant to the Greek mind capability of the highest abstract thinking and the ability to win out in a disputative contest with its fellows. In a way it involved the same notions later expressed with

Morrow County.

a different emphasis in the theory that there are two phases in education more or less distinct—(1) The physical and psychological development of the individual solely with reference to those activities within himself; (2) the process of adjustment of the human being to his social and political environment, that is, to the ideals and customary practises of his fellows. But the Platonic idea was how best to meet the strenuous surroundings and prevalent conditions for personal protection and self-aggrandizement, not to make the most of them for service to his fellows; not to improve them so as to render life more congenial for the less fortunate and powerful.

The Chinese were the first of the present living peoples to develop a general system of literary education—education "for its own sake" —adopted by other countries afterwards, and so much combatted just now in this our reactionary period. Systems have slowly passed from the strictly Greek ideals, through the monastic and the scholastic, but still of the religious and disputative character, to the universities; then through the rennaissance and the universalizing and broadening periods to the gymnasia schools of Germany, and finally to our own modern public schools. In this long history there have been very many wise minds at work and many epoch-making reforms have been instituted and carried through to successful issue. And if we think we are now the pioneers in protesting against classicism and its allied mistakes in these present times, we are simply unfamiliar with history. The advent of science into our courses of study first by sufference in minimum quantities to hush a popular cry, later in full measure, and now even to the supersession of the classical courses, is apt to lead the uninitiated to think *we* have made a wonderful discovery, "Science" and "Scientific method" have become almost a fetish in some quarters. But Rabelais and Montaigne protested against the extreme classicism of their time—against linguistic erudition only, and held that experiences in life give purpose to education. This sounds very modern indeed. Comenius amplified and applied the ideas of these two men, and insisted on science and systematic method. It seems then that we have been a long time getting a reasonable hearing on these propositions. And as usual the conditions and needs of the period have greatly changed before the lagging educational thought has been able to make a start.

We are now more than ever insisting that the function of the school is not merely to furnish the necessary food for intellectual growth (if it really does *that*), but it must nourish the moral physical being as well. But Locke as

**Perry County.**

early as 1693 emphasized the moral and physical aspects of education, though it was because it fitted in with his ideals of a country gentleman Rousseau's Emile (1762) was an exposition of "education according to nature", and directed the current of educational thought for a century. And "according to nature," if properly understood and applied, would be today splendid educational doctrine; but like many another principle is blindly hailed as a *sine qua non* for some years and then gives way to some newer fad, to add thunder, perhaps, to some self-appointed vender of educational lightning. "According to nature, was the idea made use of by Pestalozzi, Herbart, and Froebel, more particularly by Pestalozzi who sought thoroughly to psychologize education. This resulted in the course of time in an extreme individualism in which the nature of each child must be studied in detail. Although a reaction against this individualistic view came at the close of the last century under August Comte and Herbert Spencer as leaders, and slowly gave way to the sociological view (the relation of the child's education to society), yet the psychologic extremists are still beating the bush in the vicinity of the coverts of former game and thereby permitting newer fields to go unflushed.

We are at the present time witnessing a quiet revolution in educational circles. The reorganization of high schools, special teachers, laboratory methods, manual training, domestic science industrial and technical high schools, state supported normal schools, reaction from the idea of preparation for *college* to preparation for *life*, and other familiar movements are indications of the present trend, particularly in secondary education. Chicago University, with "ear to ground" takes the cue and shapes her entrance requirements in accordance with the view that "within certain broad limits the satisfactory completion of any well planned high school course should be accepted as a preparation for college," because high school success should be measured by efficiency and not by subjects. Ohio University recognizes this principle also, and admits on quality of work done rather than on a prescribed course. Other colleges and universities are heeding the changing popular demand and shaping their entrance requirements accordingly. Though this leads away from the conservative and venerable lines so long in vogue it is nevertheless a wholesome situation, far too long have the colleges dictated the courses in the high schools by the rigid insistence on certain old-time entrance conditions. For the sake of the few who go to college the life has been choked out of the many who never had any such intentions. There is a broadening view of the relation of the school and education

**Pickaway County.**

to society. In fact instruction is no longer the petty concern of the pedagog only, but is the greatest business of society at large. Every boy and every girl must be given the chance to develop for the highest service to himself, to his fellows, and to his country. Our systems of education must therefore be designed for the masses, the common men and women, and not for the leaders, as in the past.

Let it not be assumed that all the fads, isms, nostrums, and present day methods of catching the popular ear and catering to a quasipopular demand are entirely unselfish and altogether for the public good. In a state of unrest and dissatisfaction, and during any period of reorganization, the people are easily influenced by some faddist who desires to be considered in the forefront of a progressive movement. For example, the extreme industrial view of education held in some quarters is not, and even if generally adopted, will not be a cure-all for our educational ills, as grievous as they are. In a discussion of the "needs of high schools," Wm. H. Holmes, superintendent of schools, Westerly, R. I., says it is a "pernicious doctrine that America's industrial supremacy and future progress and prosperity are bound up with educating vast numbers of boys and girls in the narrow lines of industry and trade." This is sound. The man's and the woman's problems to-day are social and economic as well as civic and industrial; and preparation for life does not mean specialization in some particular phase of life, as machanist, farmer, barber, plumber, etc., but the acquisition of such habits of carefulness, skill, insight, independence and effectiveness of thought, good sense, initiative, and sincere motives of service in the use of his powers as will enable him to adjust himself to any surroundings, and to solve the difficulties he may encounter in any trade or profession he may adopt. Our public schools, as the name implies, must be general for all, democratic. The schools should have to do with the moral, intellectual and physical preparation of all the youth for efficient social service, and to make men and women, not to make tradesmen.

Without a doubt all efficient education should begin with the life of the boy or the girl and also end with life—the after school life of the individual. This principle will require just enough manual training, just enough drafting, just enough of what is called utilitarian to develop that general skill of hand and mind, to teach the correlation of work and the study of principles, to inculcate the proper attitude of the pupil toward his fellows as a member of an industrial, social, and political community, and to cultivate such tastes as will prepare the foundation for the fullest growth in himself

Ross County.

and the most rapid advance in any line of work, or in any professional career he may select. Industrial education should be advocated only so far as we can recognize its possibilities in the culturing of the soul; so far as it leads the student to the realization of his own powers and their capabilities of development; so far as it teaches him his relation to and his command over the powers of nature and the forces about him. By fitting a joint or turning a cup he should learn so to control his hand, eye, the whole body and mind, and should acquire such an everlasting belief in himself, that he will undertake with assurance any task imposed upon him or which ought to be done, even the mastery of a hard lesson in Latin or geometry. The process and materials should arouse in the student a mighty interest in himself, and give him the requisite self-confidence to strive to realize in his life the possibilities that have been opened up before him. To study hard and to train his mind to think will thus find a new incentive, and he will grow into the habit of enthusiastically applying his powers not only in mastering set tasks, but in doing what ought to be done by him as a man and as a citizen. He will figure large in the accomplishment of the tasks of reform, improvement of the social and political life of his community, and the duties in general of upright and intelligent citizenship.

Some one has put the matter in this form: Abilities that are sought for in the school must be secured by appealing to those elements of subject matter and to those methods which have the greatest value in the environment outside of the school room." Much of what is belittled as "practical" or "utilitarian" by the "disciplinary" advocates will therefore become highly cultural. The new materials and up-to-date methods are to be understood as "capitalizing the out-of school experiences" of the pupils for the purposes of education, and not an attempt to reduce the work required. For while we do not want drones on the one hand, we would not make "sissies" or mollycoddles on the other hand. Education is life as well as the preparation for life. Life is exacting, strenuous. The acquisition of an education and living the school life should be no idler's job. It should be a down right serious undertaking, exacting the utmost powers of the learner. A man or a woman to become educated, according to President Butler's ideal as "one who knows what to do, when to do it, and does it, whether he wants to or not," must pass through very trying school and college experiences. Otherwise he will be unfitted for life in this hustling, strenuous world. But the schools must begin where the pupil is, acquire an intelligent understanding of his mental possessions

Tuscarawas County.

and life experiences, and then furnish the incentive, or motive, in the form of wonder, the desire to investigate and discover, ambition to succeed, and other emotional elements to lead him to new educational conquests. The drudge and discouragement in the old disciplinary process will thus give place to a mighty interesting fight against obstacles, and even great odds, in the pursuit of knowledge which has a real live purpose to serve.

## ON TEACHING LATIN

### D. J. Evans

There is no infallible rule for teaching a subject, as we are teaching a personality while aiming to teach a subject. The studiousness and the environment of the student will have influence to hinder or assist the efforts of the teacher.

It is not an easy task to teach Latin to a young man who is all the time saying to himself, "How long will it be before this study will bring me fifty cents?"

A father said to the teacher of his boy: "I don't want Fred to study Latin or Greek. I never studied them, and look at me. I have more property than most people around here."

A mother said to me: "My daughter wants to enter college and get a degree. She has finished the English course in the High School, but she has not studied any Latin. Can't she get a degree without studying Latin? I don't see what good Latin would be to a girl anyhow." With sentiments like these so generally prevailing, it is quite difficult to persuade some students to do thorough work in Latin or Greek.

Again the general run, as we say, of American boys are not fond of book tasks, or, for that matter, of tasks of any kind, unless there is pay in some form almost in sight.

Not long ago I was talking to a successful business man, who was at one time in one of my classes in Latin and was a failure there, and in most of his studies.

I asked him what reason could he give for not doing better work at school. "You are quick," I said, "to percieve advantages in your business why did you not exercise the same brain in your studies that you do in your work?" "Well," said he, "I'll tell you. I could have knocked the socks off of Smith and Brown, the crack scholars of my classes, if at the end I could have heard the jingling of coin from the effort." There may be methods of teaching Latin that can make a thorough Latinist of a character like this business man, but I doubt it. And the worst thing about it is, that other boys, knowing this man's failure in college,

Vinton County.

and success afterward in business, conclude that book learning of the college curriculum is of no value.

Then comes the boy who takes pride, apparently in saying that Latin is too hard for him, but he resents your informing him that you had noticed that he was not gifted that way.

Suppose, now, that you have a class eager to learn Latin. What then? Shall we insist on much analyzing and parsing? Shall we teach the English pronunciation or the Romanic in the first three years? Shall we, during the first three years, study the language to enjoy its literature further on in the course, or, shall we endeavor to make the study of Latin a means for making the student's English a language of power, rather than a language simply of knowledge?

Had I the right to decide which pronunciation to use in the secondary school Latin, I should say, the English. My judgment is formed from my own experience, and by observing others. In my childhood I spoke a foreign tongue with a continental pronunciation. When I studied some of the sciences in college, we students gave for technical terms a mongrel pronunciation. In Geology, for instance, we said Pahliozoic, and Treelobite, giving the long i sound to *ae*, and sound of double *e* to *i*. Our teachers did not correct us, and it cost me time vigilance and, often, mortification to overcome this defect. One of my first tasks now at the beginning of the year is to keep Freshmen from making Scipio *Skip*, and *Laelius lie*, and Scaevola *Sky*, and Fabius Fabbeeoose, and if *city* began with a capital *c*, it would generally be come *Kitty*. I am of the opinion that in the secondary schools the pupils should not be taught a pronunciation that has the tendency to vitiate their English.

Every student of Latin ought to be very familiar with the declensions and conjugations, and the main rules of syntax, and able to turn, orally, short English sentences into Latin.

Latin literature, when we master the language, gives us a view of human life in a civilization as complex as our own, though different from it. Ancient Rome was the great turn-stile of history. Toward it all preceding history converged, and from it all subsequent history radiated, and Latin was the language of a people that had gleaned the best of all that had gone before. The genius and the energy of the people characterize their language, as its idioms and other expressions are, as it were, bundles made up of directness, terseness, and force; and an English translation can not suggest all of the language's best traits.

And yet I would not make Latin a required study until the present demand for vocational

Washington County.

studies has abated a little, and not until men value scholarship and true culture at their real worth; for, I believe that the time will come when we shall have a renaissance freeing us from industrial and materialistic thraldom, by means of the Classics, as once before from bigotry and feudalism.

We must not lose sight of the fact that the full educative value of Latin as a study in our schools and colleges depends largely, if not mainly, on the teacher. Is he or she "born," graduated, or qualified?—three quite distinct classes. One with native ability and without methodical training; the second with methods studied to a frazzle, but with no aptness to apply them in teaching; the third, with native ability trained in a scientific manner. To educate, the teacher must shine, not only as a good critic but especially a faultless pattern. As a critic, he must be fully conversant not only with the meaning of the Latin words, but also with their etymology and syntax. As a model, he must manifest readiness and skill in turning English into correct Latin, and to express the full meaning of the Latin in charming English.

## SOME THOUGHTS ON EDUCATION

**Emil Doernenberg**

The scholar of to-day looks with astonishment mingled with great admiration upon his colleague of the Middle Ages who with silent heroism shut himself off from the busy world about him, and sought consolation from the slings and arrows of outrageous fortune by burying himself among his books with their hidden treasures, and who was scorned and laughed at by the world. But his life was not without its compensations. Only the ardent seeker after truth knows those silent moments of rapture, of profound joy, of holy aspirations, that such hours will give when the world is hushed, when night covers all shapes with its raven wings, and the moonlight on the hill-tops sleeps. And yet to give oneself up entirely to such visions, ignoring the claims the busy world has on us, would be a great wrong to ourselves and to our fellowmen. Our conception of the life of the scholar has undergone a radical change since the time when printing was unknown and parchment took the place of our paper. Although even nowadays, the book must be the bread and life of the true scholar, we must find a compromise between the world of our dreams and the world of reality. To exclude ourselves from the latter would mean stagnation, mental paralysis, and suicide.

Do not the great problems of our modern life appeal first to the man of science for their solution? It is true, the world needs great visionary

Guernsey and Noble Counties.

reformers like Tolstoy, who through their inherent genius find truth almost instinctively. But while such geniuses will traverse abysses with sure, unerring steps, the man of mere talent will stumble and fall into the pit; and between disappointment and madness often but a single step intervenes. There is a hidden meaning in the old saying of the Greeks that Homer was blind. And when Nietsche wanted to see the thing in itself, when he attempted to penetrate into the very essence of reality, his mind became unbalanced. And this fate was shared by Lenau and Holderlin, not to speak of many forgotten poets who never wrote a line of poetry.

Indeed it is very tempting to lose oneself in the glorious gardens of our fancies, to stray away from the trodden paths of the multitude. Great thoughts have never been born in the turmoil of the world. Greatness is most impressive in its silence. But before we can build up an individualism of our own, we must lay the foundations of our mental existence. Here it is that so many young people make the mistake of their life. We realize that this is the age of specialization, that something great can be accomplished only by paying the minutest attention to the apparently small and trivial, that the realm of knowledge has become so broad as to make it impossible to become a master of all the fields of knowledge. These facts cannot be disputed, but there is danger in over-emphasizing them at the expense of general culture, the danger of specializing too early.

We marvel at the knowledge of the great scholars of the Middle Ages. These men used Latin and Greek with equal ease in their debates and literary labors, besides having a good general acquaintance of all the other realms of knowledge. What they accomplished is really wonderful. There is Kant, not strictly of the Middle Ages but a product of its ideals, who is the liberator of the German mind; next is Luther, probably the greatest figure in German history. As professor of philosophy in Koenigsberg, Kant lectured on the following different topics: Logic and Mathematics, Metaphysics and Cosmology, Physics and Metaphysics, Ethics and Politics, Law and Religion. It may also be interesting to read of the requirements for a master's degree in the middle of the Eighteenth century. A Leipzig candidate in 1759 in the morning wrote an essay in Latin on an assigned topic. In the afternoon there was an oral examination in Logic, Metaphysics, Physics, Ethics, Mathematics, History, Latin, and Greek. In those days there was very little encouragement to specialize. The libraries were poorly equipped and not always open to students. And yet, in spite of the professors being overloaded with work,

Tri County.

often too, under the most unfavorable circumstances, their books conquered the world and made their names immortal. The secret of their success was simply this: Besides combining genius with hard work, they had a basis to build on, a splendid general education that had broadened their minds and extended their visions far beyond their times. They had learned by thinking and observation that it is impossible to give the house a roof before giving it a solid foundation, that all things are related to each other, and that a rigid mental discipline is the key-note to all success. They had no electives to choose from in their college course. Their course was fixed from their freshman to their senior year, and whatever their inclinations and ambitions might have been, they had no chance to realize them until the college gates closed behind them, only to open to them the long wished-for freedom of the university which they entered, fully prepared.

It is to be doubted whether this method of education will ever be introduced into our higher institutions of learning. There was a time, however, when the work in our colleges was restricted to only a few courses. I do not believe that Thomas Ewing, the first graduate of Ohio University, carried so many subjects as the student of to-day. It is not quantity that counts, but quality. Success depends on knowing a thing thoroughly. The survival of the fittest is a fact that carries all the right of a law of nature. The world is seeking its master, and bows only to the one who is successful. Concentration is the key-word of our century, but effective concentration is based on a broad education.

A most efficient asset of a broad culture is the knowledge of one or two of our modern languages. Not long ago we came into possession of the Philippines; we are constantly extending our commercial and political influence eastward over the Antilles into South America, and the completion of the Panama Canal is opening a new and promising field for American commercial activity. All these facts should induce our students to pay more attention to the Spanish language. Next to the English, the German is the most important modern language, and a young man desiring a position in great commercial establishments should know German. The same might be said of French, the language of the European courts and the second mother tongue of the Educated Russian. But not only from the standpoint of commercial utility is it advisable to study foreign languages, it is also advisable from the cultural side. Such knowledge opens to us the vast treasures of the literature of the nations with their wealth of ideas and beauty of expression.

The Americans are called the "one language nation." The average high-school or college student will study a foreign language for two or three years, only to drop it after that time, never to take it up again. The futility of such an action is only too evident. If persistency is the key to all success, why is an exception to be made in the study of a foreign language? Language study continued until the student is master of a good reading knowledge will give full satisfaction and will be a joy that lasts through life.

## THE JESTER

### C. G. Matthews

To a catbird singing the whippoorwill's song.

Gay little mocker of saucy mien,
Shrewishly scolding lest thee I wrong,
Maker of medley in coverts green,
What dost thou there with the night bird's song?
"Whippoorwill, whippoorwill;
When the moon comes o'er the hill
Glory gone is glory still!"

Strange little bird I have known by day,
Thou, too, hast watched with the stars on high
While this wild lyric swelled far away,
Touched thee and taught thee its magic sigh:
"Whippoorwill, whippoorwill;
How the lost love haunts us still
When the moonlight's on the hill!"

Tenderly, softly thou singest on,
Deaf to the songs which the day birds sing,
Whisp'ring of night and of something gone,
Loved and lost with one vanished spring:
"Whippoorwill, whippoorwill;
Love and life are visions still
Dreamed on a moonlit hill"

## LAKE ONTARIO IN HISTORY

### Henry W. Elson

The Great Lakes of central North America constitute the most extensive, most picturesque, and, commercially, the most important course of inland waterways in the world. What the future may develop on the shores of this wonderful chain of inland seas can only be conjectured. The past is marvelous enough. A single century has called into existence such cities as Toronto, Buffalo, Cleveland, Detroit, Duluth, Milwaukee and Chicago. The merchandise passing through the Sault Sainte Marie Canal exceeds 100,000,000 tons each year and is nine times as great as that passing through the Suez Canal. What will be the importance of the Great Lake region when the United States and Canada are peopled as densely as western Europe?

The story of the Great Lakes since their discovery by the white race is one of fascinating interest, and still more fascinating will it seem as the centuries pass, for History sees best only in the perspective. The most interesting historically of the five Great Lakes is, in my opinion, the last, the least, and, by some hundred feet, the lowest, Ontario; though it is true that the most important single historic event of the lake region is Perry's Victory on Lake Erie.

The region of the Great Lakes was a border land between the great warring Indian families —the Iroquois, the Huron, and the Algonquins. But at length the Hurons were practically exterminated by the Iroquois and but two were left to battle for the supremacy. There was evidence that there had been a long and bloody war just before the coming of the white man to the shores of lake Ontario. The most remarkable of these barbarous people were the Iroquois or Five Nations, constituting the most powerful Indian confederation north of Mexico. They occupied a great section of northern New York and a portion of northeastern Pennsylvania and were further advanced in the direction of civilization than the great majority of Indian tribes found in the New World. Many were the legends of the early history of the Iroquois, one of which we reproduce here.

Many ages ago a white canoe was seen on Lake Ontario approaching the mouth of the Oswego River. When it landed there stepped from it a venerable person who announced himself as the spirit man come to rescue the people from their troubles. Ascending the Oswego River, he removed the falls so that canoes could pass without portage. (It should be stated that this cataract was afterward replaced owing to the wickedness of later generations.) The strange visitor next proceeded up the river into the interior, cut in two a mighty serpent several miles in length and performed other feats to which the labors of Hercules were like child's play. Finally he laid aside his spiritual character and remained for many years as a mere man, the father and adviser of the Iroquois, under the name of Hiawatha, a name that has become world-famous through the poem of Longfellow.

The Algonquins surrounded the Iroquois on

Quadri-County.

all sides. They were a great linguistic family, but were divided into many independent tribes. They and the Iroquois were hereditary enemies and the normal relation between them was one of constant war. There is no way of determining how long these two great Indian families were pitted against each other in savage warfare before the coming of the Europeans.

The first Caucasian known to have cast his eyes on the shimmering beauty of Lake Ontario was the doughty Frenchman, the famous explorer, Samuel Champlain. After laying the foundation of the city of Quebec in 1608, Champlain made the following year an exposition into central New York to the shores of the lake that still bears his name. The first visit of Champlain to Lake Ontario took place in 1615 when the Jamestown colony in Virginia was eight years old and five years before the founding of Plymouth by the Pilgrim Fathers. With an army of Hurons he had made an unsuccessful expedition against the Iroquois.

In one respect the career of Champlain in Canada had a far-reaching effect on the future of the country. His siding with the Algonquins and Hurons against the Iroquois was never forgotten by that warlike confederation, and in all the subsequent colonial wars between England and France the Iroquois threw their strength on the side of the English. It is believed that the ultimate loss of Canada by the French was due in part, at least, to the unrelenting hostility of the Iroquois.

Here let me turn aside to relate a pathetic incident of the war of 1812.

The captain of the forecastle on one of Chauncey's vessels was a man named Tom Garnett. His life was a strange romance according to his own story, and the story was doubtless true, because no one who knew Tom Garnett would doubt anything he said. Twenty years before the time we are treating Tom Garnett was a young English farmer, who lived some miles from Liverpool. He had recently married and was struggling, aided by his young wife to set up a home. One day he drove an ox cart to Liverpool with a load of wheat, which he intended to exchange for furniture. As he walked near the wharf a press gang approached him, knocked him senseless, and dragged him aboard a whale ship. When he awoke he was out at sea bound for the East Indies, with no hope of escape or of communicating with his wife or friends. He received low wages for his services, saved his money, and at the end of seven years made his escape and returned to Liverpool. We can imagine his emotion as he stepped from the ship and was about to return to the home of his childhood and the bosom of his devoted wife. But it was late at night and he

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found it necessary to wait over till morning. He had never slept at a public inn and fearing to make himself known he crept under a lumber pile to spend the night. Here he was discovered by another press gang composed of vicious men who made their living by kidnapping men for the slavers and the whale ships. Garnett was again dragged upon a ship which by the next morning was on its way to South America. Many years thereafter Tom Garnett spent in the far off South Seas. At length he made his escape, crossed the Andes Mountains and embarked on an American vessel for the United States. On landing he found that the war had just been declared between U. S. and England and he joined the American Army. He was detailed to Chauncy's fleet and soon rose to the position of captain of the forecastle on the Oneida. In spite of all the buffeting of fate Tom Garnett was proclaimed by his fellows as one of the most lovable of men, cheerful and sincere, faithful as a friend and delightful as a companion. It was just twenty years since he had first been seized by the press gang in Liverpool, and since then he had heard nothing from his people. One morning he awoke with a beaming countenance and told his friends that he saw in a dream his beloved wife in heaven and had agreed to join her. "I shall die today," he declared. A few hours later in or near the harbor of Kingston a 9 lb. ball tore his body to pieces and thus ends the story of Tom Garnett.

## MATHEMATICS AT THE OHIO UNIVERSITY

**William Hoover**

In contributing to this issue of the Bulletin of Ohio University, it is thought not inappropriate for the quite special purposes intended, to give some account of the work expected of students in past years and of its dominating spirit. Readers of this article are assured that no one connected with the department has studiously attempted to make his term of service epochal, and that the highest welfare of the student in every sense was and is the constant aim. We have always tried to keep informed as to what has been going on in the direction of improvement in both the subject matter for study and the teaching of it. We can scarcely escape the fact of something like "vogue" in educational work, and it is in regard to this that we not only must admit conservatism in the adoption of new things, but claim that we have been guided by the spirit of the well-known maxim of hesitating to be the first adopting a new custom and avoiding being the last. A moment's reflection on the part of anyone will

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remind him of instances of popular excitement over some "new thing" even in educational circles, enduring for a season, but a little later almost permanently lost to notice at all. The thought is not that one must be in any way deterred from experiment, but that one should not be precipitate in adopting a plan or view which has not the stood well the test of time by experimenter.

Closely in this connection should be mentioned that for undergraduate work the lecture system of carrying on recitations has been avoided. This, then, leads us to the mention of textbooks to be used by this class of students, and, once for all, there is to be said that texts have been adopted written by anthors of our own country only. No particular reason is given for this, but it has not been mere sentiment controlling. Mathematics is logical in nature, and all methods and agencies employed in class-work, as in study, should contribute to effecting results in logical and orderly manner. The writer, in taking up his work here found a paragraph in the catalogue of Ohio University of that year which has been repeated ever since in succeeding years to the present. It is—"In teaching the pure mathematics especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of mathematics is to apprehend these clearly." This is a statement of the greatest merit and importance in this work; and no author or teacher worthy of the name can do meritorious work who is not controlled by the main idea of the statement above quoted. And in accordance, texts have been employed and teaching has been done.

There is soundness in the idea that students should be given work of which, with reasonable effort and diligence, they can do such a part as will at least serve to encourage sustained effort; and, second, that the effect is mischievous to omit noticeably large parts of a text to be completed in an assigned period; and so our texts have been of medium difficulty and not pretentious in bulk. Neither is over emphasis placed upon methods, either as inculcated in the text or in the conduct of the teacher, but a moderate position on this important matter has been maintained. Ways of doing things, especially oft recurring, are about absolutely essential. Almost all of us know in our own experience how easy some manual act, at first almost impossible to us, has become, when once a certain sequence of acts had been determined upon. But in teaching, this may soon deteriorate into the mechanical and formal, and this we try to avoid. There is also a medium position aimed

**Western Reserve Club.**

at in regard to the exercise of memory. One of the most unreasonable views is that, in mathematics teaching, memory is not to be employed. Under this view the student forfeits opportunity of discipline in a most useful direction in which he may be deficient, and it must be remembered that cultivation of the reasoning powers in the study of mathematics is not the only form of discipline possible.

But there is evidently a limit to the use of memory on the part of the student, and it is one of the certain evidences of the skilful instructor to be able to detect that limit in the conduct of the student. Expedition is certainly one of the attainments of the model student, and the mathematics teacher, of even limited experience, knows how well an intelligent use of memory aids in acquiring this feature of work. But, again, the ideal of accuracy must be maintained at all hazards, otherwise the efforts of the student are materially lessened in effect. And so our motto is, rather, accuracy and speed.

One of the pleasing experiences of any teacher is his opportunity of enforcing the well established and more fully recognized rules, at least, of the use of language in both writing and speaking; and this is especially true of the mathematics teacher. For instance, no statement of the student ought to be accepted until it is made in clear form and definite in meaning, for that is one essential of the best mathematical writing. But in the effort to be clear and unambiguous in meaning, the student may still be at fault in being verbose and even clumsy in expression; and here he is disciplined in conciseness and elegance of expression. But in the effort at conciseness he may violate clearness, and here is the double chance of the teacher; and so further, our motto is conciseness and elegance with perspicuity, or at no sacrifice of it.

The student can scarcely be expected to recite well who does not know how to study well, that is, to be able to use his power of mind with most direct effect in the mastery of the lesson. It is certainly due the student that he be directed in this matter, and there is nothing more serious in all the duties of the conscientious instructor in his relations to the student than imparting proper counsel in regard to how to study the lesson. There is one particular in which a very large proportion of teachers are negligent or to which there is evident indifference or of which there is entire ignorance. This condition seems quite general; it is the ability to make or to give what is termed an analysis of the lesson; and the first of whom this should most likely be expected is the mathematics teacher and student. One of the most helpful and pleasing experiences of the writer was the frequent repetition, "analy-

**Sherritt Boarding Club.**

sis, breaking up, letting the light through," by one of his most enthusiastic instructors, the impression being left that a lesson was never mastered until one could give the substance of it in proper sequence and order of thought. The importance of this matter can scarcely be overestimated; and the teacher is first unfaithful to his student who does not exercise proper guidance in regard to it; but on the other hand, satisfaction is about as nearly complete as can be when his students evince such mastery of a lesson as to be able to give succinctly, in substance and order, what the lesson contains. Opportunity for this occurs in every lesson in mathematical theory, saying nothing of the applications of it. Some of our students have been specially distinguished in this particular and from such the best records have come in their work since leaving us. In class-work, then, no pedagogical element has received greater emphasis than the analysis of the lesson.

Very few persons have been able to escape the infantile period in their intellectual careers, and it is a most reasonable thing to expect students to need help in many minute particulars in starting upon the study of the text. The fact is, that, to a degree, this state of things abides, and it is only at the last page that the service of the teacher, as regards the particular text is concerned, closes. But there is a stage when the student must be shown the meaning and value of self-dependence and independence in the matter of the mastery of the lesson and of the subject. And fortunately the moral lesson is quite obvious, but unfortunately the number of instances in which the right is seen but not pursued in this important kind of experience is very great. The fault is not always on the part of the student. Many otherwise commendable teachers are over indulgent in the amount and degree of helpfulness they bestow upon their students. Not a few text-books are at fault in this direction. One in mind which, at one period, was almost universal in use and which met enormous sales had this most serious criticism against it. It does too much for the student, otherwise, leaves too little for him to do himself. It is here the teacher must act with the greatest wisdom and intelligence, and likely the most wholesome precept is taught in those lines of holy scripture:

> "As an eagle that stirreth up her nest,
> That fluttereth over her young,
> He spread abroad his wings, he took them,
> He bore them on his pinions."

Evidence that the student has attained a stage of self-dependence is shown in his conscious habit of critical reading or study of the printed page; that is, he analyzes, he examines, the successive sentences in the light of fully establish-

ed fundamentals and facts and logical consistency until he feels ready to assent to, or dissent from, the statements and the conclusions of the author. It may be permitted to mention here, in illustration of one's meaning, the importance although somewhat fortuitous position of elementary geometry in a course of study. To master the demonstrations of theorems illustrative of the nature of a system of geometry and style of thinking of the student usually given in texts on the subjects, he has precisely the sort of thing to do as is mentioned above, and it is to be doubted if he ever has any more favorable opportunity in his career as a mathematical student. All minds, of course, are not alike constituted, and it is remarkable, too, how early so many minds yield to bias; but I have never quite understood how the study of geometry could ever be the subject of distaste to anyone; and I quite agree with the father of Herbert Spencer in the view that synthetic geometry can be taught successfully to young students. As a beginner in boyhood, I can recall no more charming experience in learning *how to read* than in an attempt to master the elements of geometry, saying nothing of the charm in it like that in beautiful poetry or music. And this may serve as expressing our attitude toward all to which allusion is made in this paragraph.

A perfectly natural outgrowth of all that has been stated is what may be designated spontaneity. The student can scarcely be entitled to think that he has really mastered his lessons until he can give, in his own way, the substance of an argument or of a statement made by the author and that he is untrammeled by slavery to some mode or convention of expression on the part of the author; and no claim is made of a finished product of our work before this condition is seen to exist.

It is an interesting question what appeals, or, as to the nature of them, should be made to the student which should lead him to enter upon a course of study or even a single branch of it; otherwise, what motives and incentives have led the student into enough of interest in a subject to study it? In these days, a study is made a part in a consistent group of studies, and then the answer is obvious. Still, the kind of question persists as to the selection which includes the group and, therefore, a subject under the group. An answer might be that a choice has been made for preparation for a profession. Good enough, but our view is, and always has been, that, at the Ohio University, such an answer turns out to be but little less than apology or an excuse. My testimony is, that there must be very few subjects of human knowledge which can not be pursued with zest and delight if the student can resolve in advance to free himself of all bias, or, at least, of undue bias, against the subject. Unaware of any thing to the contrary, the department has stood, and stands for the pursuit of mathematics for the special form of culture it affords, and all stimuli on the basis of the sordid and the material are religiously avoided. One form, unavoidable in the very nature of things, of the idea of utility is studiously respected, namely, the logical relation a particular mathematical branch has to a second or the fact of its being a prerequisite to the second. This ought to make quite clear our position on the fullest idea of utility as an impetus to the study of mathematics.

There is but a single thing more to be said in this immediate connection or on our general subject. We quite disclaim being any kind of preparatory school of mathematics to any other institution. We have, it may not be amiss to say, enough reason for trying to adapt our work to local purposes; and all meant is—the study of mathematics for mathematics' own sake at Ohio University.

## FOLKSONG AND FOLKDANCE IN MODERN MUSIC

**Alexander S. Thompson**

"That there is nothing new under the sun" seems to be as true of music and its development as of anything else in this world. Wherever evolution plays a part we find that new forms are being evolved out of old material, so that in that sense there is nothing new. Rob modern music of the rhythm it took from the folkdances (commonly called country dances) and the melodies culled from time to time from the racy soil of the folksongs of all nations, and the great store of artistic music would be tremendously reduced.

Music, when analyzed, is divided into three fundamental elements, Rhythm, Melody, and Harmony. The latter is, as we understand it, quite new although the paintings of instruments in Egyptian mausoleums show, on account of the diverse lengths of the iustruments, that harmony was known to the Egygtian 4,000 years

before Christ. Rhythm, the first of these elements, has its roots deep in man's physical being. Rhythm comes from motion, is motion, therefore it is properly classified as one of the instinctive tendencies—organic and automatic tendencies. All bodily processes are rhythmic. Even repeated, monotonous sounds, like unrhythmatic metronome beats, tend to take on psychologically a rhythmatic character.

The folkdance is the outcome of the desire for motion. In the beating tom-toms that furnish the principal motive for savage dances one finds rhythm pure and simple. The arts, that aim at motion, at their first appearance consisted entirely of dancing accompanied by song. A familiar instance of this is when Miriam, after the crossing of the Red Sea, lead the women of Israel in dance and song to celebrate their marvelous deliverance from Pharaoh's hosts. We are still speaking of feet when we are discussing the scansion of poetry, indicating that meter or measure sprang from the motions of the dance. The dance and motion songs have their origin in work. A visitor to China recently said that the only Chinese song that she heard that had rhythm was a work song that the coolies sang in loading and unloading their boat. Whether it was indigenous or had been picked up from European sailors is a question.

Folkdances are not merely wholesome exercises or amusements, but moral, social, and aesthetic forces, condensed expressions of ancestral and racial traits. They are story-roots ages old that connect modern man with the times that made his nation and shaped his character. Racial peculiarities are shown in the rhythm of the dance of the various nationalities. For example, the general rhythmical characteristics of German and Slavonic music is a guide to the difference in character of these peoples. The rhythm of the German as a rule begins slowly and increases. Slavonic rhythm on the other hand is inclined to the opposite peculiarity, to begin rapidly then slacken in speed.

Here we have the outcropping of the fundamental psychic difference between these peoples, one phlegmatic and slow to arouse, and the other more impulsive and impetuous at first and then inclined to slacken speed. Rhythm in modern music is the dance element sublimated, idealized until it is only the soft echo of the physical pleasure of the dance, just as in language words take the place of gestures to express meaning. The process of transformation in recent times is seen when Chopin introduced the mazurka and polonaise of his native Poland and the German waltz into his music and when Liszt and Brahms utilized the gypsy music and dances of Hungary.

Folksong occupied a much more important place in the lives of the people of the past than is generally supposed. Before the advent of newspapers, railways, and telegraphs, the strolling singer and his song were everywhere welcomed. They took the place of our modern newspaper. Amongst an illiterate people they were a natural vent for their feelings and a medium of expression. The jubilee singers of our colored people in some of their songs give excellent example of rudimentary melodies in which little themes are repeated, as if they were a great invention; songs in a form that are an ethnic study, but not an artistic joy, and that might have been used by their forefathers ages ago.

The folksong is the product largely of the ages before harmony was well developed and had won its great triumphs. It is a mooted question whether it is improved or spoiled by the addition of a fairly rich harmonic garb. One thing is certain, no modern man, obscure or celebrated, can compose a melody that will not be influenced largely by the unconscious feeling for harmony. Schubert's "Haiden-Roeslein" and his "Serenade" are *quasi folksong*, beautiful indeed, but artistic imitations. Silcher's "Die Lorelei" and his many other songs are also cast in the folksong mould. Even the American airs of Foster have a simple harmonic foundation. One of Foster's airs is not American "Old Black Joe." The notes of the first four measures, (its theme) are identical with the notes of a traditional French melody, "The Flagon's Chime (Carillon du Verre)." Possibly Foster had heard it in Louisiana or in French Canada and unconsciously plagiarized it.

Modern music has been very much enriched by the introduction of much of the folksong element by the composers, Liszt, Greig, Dvorak, the neo-Russians Tschaikowsky, Rachmaninoff, and many others. One of Greig's most famous songs, "Solvejg's Lied," is note for note one of the old Norwegian airs, and is expressive of the deep fiords, dark valleys, and steep snow-clad mountains, with the note of melancholy that one would expect from the Norwegian *saeter* (cowherd) who spends the long summer season

far up in the mountains, away from other human kind than those of his own party. Many live the entire winter isolated among the grandeur of their rugged mountains. Dvorak's "Humoresque" for violin, a composition just as Scotch as it is Bohemian, shows in the strongest manner the strength of the folksong element when introduced by a master composer into artistic music.

## O. U. SUMMER SCHOOL

### June 23, 1913—August 1, 1913

Enrollment of students by states and countries:

| *States* | *No. Students* |
|---|---|
| Arkansas | 1 |
| Connecticut | 1 |
| District of Columbia | 1 |
| Illinois | 1 |
| Indiana | 1 |
| Kentucky | 3 |
| Michigan | 1 |
| Montana | 1 |
| Nebraska | 2 |
| New York | 1 |
| Ohio | 1,088 |
| Pennsylvania | 6 |
| Tennessee | 1 |
| Virginia | 1 |
| West Virginia | 23 |
| China | 3 |
| Brazil | 1 |
| Honduras | 1 |
| Sumatra | 1 |
| Grand Total | 1,138 |

Men, 345; Women, 793; Total, 1,138.

## OHIO COUNTIES REPRESENTED

| *Name* | *No. Students* |
|---|---|
| Adams | 0 |
| Allen | 2 |
| Ashland | 2 |
| Ashtabula | 10 |
| Athens | 295 |
| Auglaize | 6 |
| Belmont | 29 |
| Brown | 4 |
| Butler | 4 |
| Carroll | 5 |
| Champaign | 5 |
| Clark | 0 |
| Clermont | 5 |
| Clinton | 8 |
| Columbiana | 22 |
| Coshocton | 3 |
| Crawford | 2 |
| Cuyahoga | 2 |
| Darke | 5 |
| Defiance | 6 |
| Delaware | 10 |
| Erie | 20 |
| Fairfield | 20 |
| Fayette | 9 |
| Franklin | 16 |
| Fulton | 1 |
| Gallia | 16 |
| Geauga | 6 |
| Greene | 3 |
| Guernsey | 33 |
| Hamilton | 8 |
| Hancock | 10 |
| Hardin | 3 |
| Harrison | 17 |
| Henry | 0 |
| Highland | 16 |
| Hocking | 12 |
| Holmes | 2 |
| Huron | 6 |
| Jackson | 21 |
| Jefferson | 20 |
| Knox | 7 |
| Lake | 0 |
| Lawrence | 7 |
| Licking | 29 |
| Logan | 5 |
| Lorain | 3 |
| Lucas | 1 |
| Madison | 9 |
| Mahoning | 9 |
| Marion | 5 |
| Medina | 1 |
| Meigs | 16 |
| Mercer | 0 |
| Miami | 3 |
| Monroe | 5 |
| Montgomery | 1 |
| Morgan | 14 |
| Morrow | 11 |
| Muskingum | 25 |
| Noble | 12 |
| Ottawa | 4 |
| Paulding | 3 |
| Perry | 46 |
| Pickaway | 19 |
| Pike | 4 |
| Portage | 2 |

| | |
|---|---|
| Preble | 4 |
| Putman | 1 |
| Richland | 5 |
| Ross | 31 |
| Sandusky | 3 |
| Scioto | 20 |
| Seneca | 0 |
| Shelby | 13 |
| Stark | 6 |
| Summit | 1 |
| Trumbull | 6 |
| Tuscarawas | 20 |
| Union | 6 |
| Van Wert | 2 |
| Vinton | 15 |
| Warren | 4 |
| Washington | 33 |
| Wayne | 1 |
| Williams | 1 |
| Wood | 6 |
| Wyandot | 5 |
| Total for Ohio | 1,088 |

## SUMMER SCHOOL, OHIO UNIVERSITY
## ATHENS, OHIO

### June 22, 1914—July 31, 1914
### General Information

ATTENDANCE STATISTICS—The attendance of students at the Summer School of Ohio University for the last thirteen years is herewith shown:

| *Year* | *Men* | *Women* | *Total* |
|---|---|---|---|
| 1900 | 36 | 29 | 65 |
| 1901 | 45 | 57 | 102 |
| 1902 | 110 | 128 | 238 |
| 1903 | 159 | 264 | 423 |
| 1904 | 194 | 363 | 557 |
| 1905 | 220 | 430 | 650 |
| 1906 | 207 | 449 | 656 |
| 1907 | 236 | 442 | 678 |
| 1908 | 236 | 387 | 623 |
| 1909 | 214 | 517 | 731 |
| 1910 | 260 | 516 | 776 |
| 1911 | 302 | 581 | 883 |
| 1912 | 306 | 696 | 1,002 |
| 1913 | 345 | 793 | 1,138 |

The figures for 1913 do not include the pupils enrolled in the Graded Training School in Ellis Hall, the Rural Training School in Mechanicsburg, or persons attending the special lectures on Agriculture, Home Economics, and various educational topics.

In 1913 the students came from all sections of Ohio, and represented eighty-two counties of the State.

NEEDS CONSIDERED AND COURSES OFFERED—In arranging the courses of study for the Summer School of 1914, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred and fifty courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1914, which will begin June 22nd and continue six weeks.

FACULTY—A Faculty of seventy members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the summer term are thus assured of the very best instruction the University has to offer.

SELECTED WORK—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training you will doubtless be able to do at home, under our direction, some systematic reading and study.

EXPENSES—No tuition will be charged. The registration fee of $3.00 will entitle students to all the privileges of the University, save special instruction in private classes.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from $2.75 to $3.00; in restaurants the usual rate is $3.50 in Boyd hall and Women's Hall, $2.75. A student may attend the Summer School six weeks and pay all expenses, except railroad fare, on from $27.00 to $33.00. By observing the strictest economy less than this would be required.

AMPLE ACCOMMODATIONS—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University*, may be rented for $1.00 a week including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occu-

pied by one student, such rooms usually rent for $1.50. a week. It is safe to say that four-fifths of the rooms rented to students are rented at $1.00 each per week.

WOMEN'S HALL AND BOYD HALL—These two buildings will accommodate about 180 women students They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from $3.75 to $4.00 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Write to Miss Willanna M. Riggs, Matron of Boyd Hall, or Miss Mary Edith O'Dell, Matron of Women's Hall. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Fifteen hundred students can find desirable accommodations in Athens.

WAHT ATHENS CAN DO—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1913 every student had been eligibly located. Accommodations for at least 300 additional students were available.

FREE LECTURES—Arrangements have been made for a series of day and evening free lectures to be delivered in the Auditorium of the University within the period covered by the Summer term.

COURSES OF STUDY—Summer school students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the summer term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

REVIEWS—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

SPECIAL SPRING QUARTER—The second semester of Ohio University will open Monday, February 2, 1914, and close Thursday, June 18, 1914. On Monday, April 27, 1914, *new review classes* will be found as follows: Arithmetic, Grammar, Geography, United States History, English, Literature, General History, Physiology, Physics, Botany, Manual Training, School Agriculture, Domestic Science, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to May 19, 1914. Only a *just portion* of the usual semester fee of $9.00 will be charged students who enter at the time of the forming of these special classes or later.

Regular college classes in the following subjects will be organized; Principles of Education, School Management, Elementary Course of Study, Primary Methods, Elementary Psychology, Methods in the Rural Schools, and such other subjects as may be desired by the students entering at that time. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects.

PRIMARY TEACHERS—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. Also, the Rural Training School (three schools) in Mechanicsburg will

be in session. In these schools emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially valuable. Every teacher* of the rural schools will have an opportunity to receive instruction in the best method of teaching as applied to all grades of rural schools.

ADVANTAGE OF SUMMER STUDY—Thousands of teachers have learned that they may do much during their summer vacation to advance their professional standing and efficiency by study at a Summer School, if they select an institution of recognized standing, prepared to train teachers for the various lines of work in the public schools. The Summer School of Ohio University and State Normal College gives students the same kind of training offered during the regular collegiate year. Our graduates are recognized all over the country as men and women of superior training. A teacher may take regular systematic work in any of the courses of the State Normal College and receive credits that will count toward graduation from one of the diploma courses or one of the regular degree courses. We discourage work of a promiscuous character on the part of students and urge them to select a course and work each year systematically toward the completion of it. Boards of Education and superintendents are learning to place more and more value upon the work done here by their teachers during the Summer terms, and are usually ready to give teachers substantial recognition for all work done in them.

Many boards of education pay $5.00 per month in addition to the regular schedule of salaries to all their teachers who present certificates of attendance at a Summer School. This is enough to pay all expenses at a Summer School. To merit such recognition, the teacher should be required to produce certificates certifying to the work completed in the Summer term. A teacher who attends one Summer session should resolve to continue a systematic course from year to year until a diploma is obtained.

LABORATORIES, ETC.—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*. The *new* gymnasium is one of the finest and best equipped buildings of the kind in Ohio. In hot weather the natatorium will have strong attraction for students.

TEXT-BOOKS—All text-books will be supplied at the *lowest prices possible*. Students should bring with them as many supplementary texts as convenient.

RANGE OF STUDIES—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows Arithmetic (three classes), Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Principles of Education (two classes), Free-Hand Drawing (three classes), Bookkeeping (two classes), General History (three classes), Physiology (two classes) Civics and Health, Psychology (two classes), Zoology, Political Economy, Beginning Latin, Caesar, Virgil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes,) American Poetry, Word Study, Literature for the Primary Grades, Preparatory Rhetoric (two classes), English Poetry, Shakespeare, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training (two classes), Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, School Agriculture (three classes), Bird Study, Botany (two classes), Manual Training (three classes), Domestic Science (three classes), Observation in Training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, Spanish, and other subjects if a sufficient demand is made at

the opening of the term. If changes or additions are made to the foregoing list of branches, they will be clearly set forth in a Special Bulletin to be issued in January, 1914. Prospective students are requested to make known wherein the subjects named do not provide for the instruction they most desire.

OTHER BRANCHES—Arrangements can be made by students attending the summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* $7.50 for the full term of six weeks, or $0.75 for each lesson. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

Prior to 1912, the College of Music, the School of Oratory, and the Kindergarten School did not offer any portion of the work scheduled for the Summer School. Hereafter these three departments of college work will admit students to both regular and special classes. Instruction given in the Kindergarten School will be without special charge; the instruction in the College of Music and the School of Oratory, being necessarily of an individual nature, will be had at a special charge as indicated in the preceding paragraph.

SUMMER SCHOOL ADVANTAGES—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents examiners, principals, and others who are always on the lookout for progressive, well—qualified teachers.

HOW TO REACH ATHENS—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central lines. Close connections are made with these lines at the following named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens within a day.

REQUESTS FOR NAMES—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be *interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

A TEACHERS' BUREAU—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

UNIVERSITY EXTENSION CLASSES—For several years past, the Dean of the State Normal College and the Field Agent of the University, (Dean Henry G. Williams and Prof. C. L. Martzolff), have organized a number of College Extension Classes at various centers within reasonable distance from Athens. This work has expanded until a dozen professors in the University and the State Normal College are now conducting such classes. This popular and needed work will be still further extended in the near future. Prospective students, especially teachers, desiring to take up work in an extension class should write to the President of the University, or either of the parties named in this paragraph, for information and advice.

CONCLUSION—The President will cheerfully answer *any questions*, relating to the University and its work, that teachers or others desire to ask. The many addresses made by members of the Faculty in past years, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state con-

cerning the extent and character of the work accomplished here. For the year ending March 15, 1913, the total enrollment was 2,037 different students. The total enrollment of different students for the college year ending June, 1914, will not fall below 2,100. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,
*President Ohio University, Athens Ohio.*

## NEWS NOTES

A general assembly of students was held twice a week, at the close of the second morning period, in the University Auditorium. A voluntary attendance brought by far the larger number of students to the exercises of this period. Through announcements made and brief addresses delivered, the student body was made more of a working unit, and those who went for helpful suggestions did not go from these meetings disappointed.

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The Kindergarten Department of the State Normal College has recently had important additions made to the equipment. Two well-furnished rooms give accommodations for about thirty kindergarten children, formed in different classes. The Kindergarten Department is managed in a highly efficient manner, being under the supervision of two teachers of liberal scholarship and special training for their important work. Pupil teachers, who have had at least one year's careful training for kindergarten work, assist in the work of instruction. Persons looking forward to service in kindergarten schools can secure the best of preparation in the Kindergarten Department of the State Normal College. Tuition for teachers and prospective teachers is free.

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The swimming-pool in the Gymnasium building is the most complete thing of the kind to be found in Ohio. Opportunity to bathe in its waters was highly appreciated by Summer-School students both male and female. The Gymnasium building is in close touch with the other buildings on the campus. The pool, in the clear, is 21 feet by 40 feet. The water varies in depth, but at no point does it suggest any element of danger to the bathers.

The pool is lined with porcelain-faced brick, thus making it easy to keep in good sanitary condition.

The Training School of the State Normal College is one of "*the best ever.*" There is not another school for the practical and theoretical training of teachers in Ohio that is its superior in plan of organization and efficiency and range of service. The school occupies a building of fire-proof construction and large enough to afford quarters ample for all possible needs. This building, put up at a cost of $70,000, is a model in every respect. It has ten regular classrooms, twelve practice rooms, an auditorium large enough to seat 350 people, playrooms, and offices and rest rooms. It stands within a stone's throw of Ellis Hall, the home of the State Normal College.

The training school now includes all the elementary grades—from the kindergarten to the high school. Summer School students for 1913 will find classes of *all grades named* in daily session and in charge of teachers who know their business. Teachers, of grades below high school, can by six weeks spent in observation or practise work in these schools, and by attending the daily conferences where *methods* for graded and ungraded schools are presented, discussed, and exemplified, get such enlarged conceptions of their work as to make their future teaching service more rational and more far-reaching in desirable outcome.

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The Summer School for 1914 will not differ widely in plan and subjects offered for instruction from its predecessors. Experience tells that the present organization and range of work meet fairly well the wants of teachers who come for educational help and professional uplift. The same experience, however, teaches how to make stronger the better and the weaker features of both administrative and teaching service. Successful effort will be made to render the School-masters' Conferences more helpful to enrolled students and welcome visitors. These conferences will be scheduled so as to conflict with no other exercises which require the presence of students. The evening lectures and entertainments will not exceed four in number and will be assigned to times most satisfactory to the larger number of students. The best possible talent will be secured for this extra-class species of instruction. There are no *special fees* at Ohio University. The registration fee *pays for everything*. There are always lectures, suppers, excursions, entertainments, etc., announced by certain parties in various interests,

but attendance upon these is a voluntary matter on the part of the students.

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The lecture plan of teaching is not much in vogue at the O. U. Summer School. Classroom work is of the highest order of excellence. The student, whether pursuing review or advanced studies, comes into close personal touch with the instructor, who is, in nearly every instance, a member of the University Faculty.

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In 1913, the Ohio University graduated a total of 200 students from all departments, the largest class of graduates ever sent out from the University.

Ohio University enrolled the past year 2,037 different students.

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The State Normal College, at Athens, graduated a class of 131 well-trained teachers this year. Thirty-one of these graduates completed the regular four-year college course and received the degree of Bachelor of Science in Education; two completed the course leading to the degree of Master of Science in Education; ninety-eight completed the elementary courses, consisting of two and three years. Under the Hawkins law, the holders of these diplomas are entitled to state life certificates after passing the regular preliminary examination, which then settles the examination question for life.

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The State Normal College has made a long stride forward in establishing a training school for rural teachers, and hereafter will maintain two separate training schools, one for those who are preparing to teach in graded schools and the other for those who are preparing to teach in township and small village schools. The ungraded schools of Mechanicsburg have been made training schools for rural teachers and a trained critic teacher has been placed in charge of each of the three schools. No professional training school in the country can offer better advantages in the training of rural teachers.

The new building at Mechanicsburg, a cut of which is shown elsewhere, was put up under careful supervision. The surroundings are about all that could be desired.

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The money used to support the summer school is now derived from two sources—an incidental fee of $3 paid by each student enrolled, and a special appropriation made by the Legislature of Ohio. The cost of carrying on the Summer School for the last ten years is shown as follows:

| *Years* | *No. of Students* | *Cost of Instruction.** |
|---|---|---|
| 1903 | 423 | $ 2,448.50 |
| 1904 | 557 | 3,121.85 |
| 1905 | 650 | 3,676.50 |
| 1906 | 656 | 3,855.00 |
| 1907 | 678 | 4,256.00 |
| 1908 | 623 | 4,214.00 |
| 1909 | 731 | 5,200.00 |
| 1910 | 776 | 5,646.00 |
| 1911 | 883 | 6,270.00 |
| 1912 | 1,002 | 7,115.00 |
| 1913 | 1,138 | $12,018.41 |

Herewith is shown the annual pay-roll of Ohio University and the State Normal College under salary schedule adopted by the Trustees in June, 1913:

| | |
|---|---|
| Professors and Instructors in Ohio University and the State Normal College | $114,240 |
| Board Officers | 3,500 |
| Engineers and Janitors | 8,562 |
| Total | $126,302 |

A sixteen page publication of double-column matter, called "The Angelos," was issued weekly while the Summer School was in session. This timely and interesting paper came into being as the result of the enterprise of two O. U. students, O. L. Dustheimer and G. Floyd Cooper, the former having charge of the editorial matter and the latter looking after the business end of the venture. "The Angelos" was issued in neat form and proved to be a success educationally and financially. It was in no respect inferior in appearance and contents to "*The Green and White*" the students publication of the University.

*The sums given, save for the last year, 1913, do not include payments made to University and Normal College employees, rendering service in the Summer School, who are employed by the year and for that reason have their annual salaries divided into twelve payments.

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The editor of the Popular Science monthly in writing an editorial upon the work of the University of Cincinnati has this to say about having one big state university:

"But centralization and great size have their dangers. It seems to be neither desirable nor possible for the university of a state to provide education for all its citizens. There are at present about twenty thousand students in the universi-

ties and colleges of the state of Ohio. The number has doubled in the past ten years and will probably again double in the course of a decade; within thirty years it may be expected to be between one and two hundred thousand. Under these circumstances it seems to be necessary that not only the state but also the larger cities should maintain universities."

The wisdom of the state of Ohio in fostering three universities, four with Wilberforce, is apparent to all who believe that education is for the many and not for the few. During the last collegiate year 2,037 different persons came to Ohio University. Many of these would have been deprived of educational opportunities had there been but one central institution of learning.

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All women students attending the Summer School of 1914 can be assured, in advance of their coming, of pleasant comfortable quarters in Boyd Hall, Women's Hall, or in the homes of respectable, well-to-do people. No town in Ohio has better homes than Athens; and those who occupy them are noted for their public spirit and open-handed, unostentatious hospitality. All seeking educational help, under most favorable conditions, will make no mistake by finding quarters in Athens homes and entering Ohio University.

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Regular weekly meetings of the Y. M. C. A. were held throughout the Summer School term. The large attendance of students attested the excellence of the exercises and the very general interest of the young men in them.

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The Y. M. C. A. and Y. W. C. A. are in a prosperous condition. The members are a strong force for righteousness in the University. The men have exellent quarters in the Carnegie Library. The women have eligible and spacious quarters in the remodeled West Wing.

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The Summer School Literary Society was one of the earliest organizations formed after registration day had closed. Weekly meetings were held in the University Auditorium, no other room in the University buildings being large enough to accommodate the hundreds of students who attended the well-planned exercises.

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The academic procession on Commencement Day, June 19th, was an imposing affair. It started from Ellis Hall promptly at 8:30 o'clock, being formed in five divisions, namely, graduates from the four-year courses of the College of Liberal Arts and the State Normal College; members of the Faculty, University and Normal College; degree student—Masters—in course and honorary; dipolma students from the Normal College, College of Music, School of Oratory School of Commerce, and Departments of Civil and Electrical Engineering; and members of the Board of Trustees and the Alumni Association. The line of march was from Ellis Hall north on University Terrace to Union street, west on Union street to Court street, south on Court street to the center walk, thence following the walk to Ewing Hall, in the Auditorium of which the graduating exercises in all their details were held. The procession was headed by a band of music.

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The Summer School of Ohio University and the State Normal College, for 1914, will begin Monday, June 22nd and close Friday, July 31st. No effort will be spared to make the work offered of wide range and of a high order of academic and professional excellence. All departments of the State Normal College will be in session, and teachers who desire to prepare for professional recognition under recent legislative requirements will find advantages of superior excellence in the Summer School at Athens. Many students in the Summer School of 1913 were doing regular work in some one of the courses in the University and the State Normal College. Teachers are strongly urged to prepare now for that professional recognition which a diploma from the University or the State Normal College carries with it.

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### Splendid Address By Dr. H. R. Wilson Before Y. M. C. A.

Among the many timely lectures which summer students had the privilege to hear, one of the very best was that delivered by Prof. H. R. Wilson on last Friday evening, June 27th.

The following is a brief review of his address:

"The things men love indicate the characters they have. One man loves law, he possesses a certain type of character--another loves the medical profession, he has another type, and so on. Most men are not burdened with money, but they have at their disposal, with absolutely no cost, the greatest wealth in the universe—nature. Nature preserves an equilibrium and everything

in the world with which nature is connected is right. Man sometimes thinks that he would like to regulate the weather, but if he did so for a week, it would result in an absolute and miserable failure. Nature develops the loftiest sentiments in mankind. The rose, which is synonymous with the goodness of God, with its smiling beauty, is able to lift men from abject despair. Man is always better by looking on beautiful things. A book is a friend and there is a book for every mood of man. It is strange that men can be lonely in the atmosphere and presence of books. Books instruct, advise, entertain, cheer, console, and can be taken with us wherever we go.

To live abundantly man must be religious. The time was when the moral man was regarded as one worthy to be avoided. But to-day he is regarded differently—he is square, straightforward, reliable, and has the groundwork, without religion. Religion, however little it may be, is always better than none. If life is made better by nature, by books, music, art, and religion, then indeed is it being molded and completed by the greatest agencies for spiritual growth."

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It is unfortunate that no stenograph notes were taken of some of the evening addresses. These were delivered in the University Auditorium and were well attended by teachers and others despite the heated term and the fact that the daily schedule work made such a drain upon the time and energy of the Summer School students. Among these addresses that are worthy of special mention may be noted the characteristic and popular readings of Dr. James Ball Naylor, Malta, Ohio, and the timely, practical and thought-stimulating talks—for they were such, being given in an easy and a telling manner, without notes—of Hon. O. T. Corson, Editor of the *Ohio Educational Monthly;* Principal Pliny A. Johnson, Woodward High School, Cincinnati, Ohio; and Prof. F. B. Pearson, Associate Editor of the *Ohio Educational Monthly* and High School Visitor, representing the Ohio State University, Columbus, Ohio.

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## A SUMMER MESSAGE

The object of these few words is to ask and answer the question how amidst days and nights of fierce heat to be endured for the sake of knowledge, of heavy duties to be performed, of burdens to be borne, of sorrows and disappointments to be surmounted, of honors to be modestly worn, of faults to be overcome, of great virtues to be attained, of long heavy hours to be gotten through, we are to live so as not to fail of success at last.

First, in the words of a good woman who, like so many, has loved and lost, "I have tried to save myself through losing myself in the needs and sorrows of others."

Second, at all hazards keep in touch with God, with the true God, the God of labor and not of fee, of the hills and the valleys, of the early and latter rains and the seedtime and harvest, with whom yea is always yea, and who spoke of Himself in days of yore in these stately words: Thus saith the high and lofty One that inhabiteth eternity. Whose name is Holy, I dwell in the high and holy place, with him also that is of a humble and contrite spirit to revive the spirit of the humble, and to revive the heart of the contrite ones."

Third, associate the very inmost essence of your being with truth, beauty, and goodness. Build your permanent home in the only place where it can be kept unassailable, namely, in the heart of a friend. Compel your powers of intellect, speech, heart, hand, to serve not yourself but another, knowing well that men are only served by them who have been served. Fix your attention upon your duties and another's rights, believing that only thus will your example be followed. Learn that out of the heart are the issues of life, not out of the intellect nor out of the physical powers. Remember that the victories of the natural man are the defeats of the spiritual man and that freedom is but the approval of one's deepest instincts. Fear as you would fear pestilence and plague, mere temporal successes, especially those won by fraud or favor. Learn to detach yourself from yourself and range forth upon steady wing out upon the deeps of life. Think little of your own powers and gifts, and very much of the possible powers and gifts of others, and know beyond any shade of doubt that any man, however humble, can if he will make himself usable of God and that when this condition has been attained no limit can be set to his capacity for good.

By these ways can man surmount his difficulties and the troubles which so dismay him and

in confidence realize that which happened unto Job when the Lord turned his captivity and blessed his latter end more than his beginning.
—Frederick Treudley, in *Angelos*.

### Summer School Work in Physical Education

This is the first summer that any attempt has been made to give teachers a systematic course in physical training. The purpose of this course is not to give exercises for the benefit of the health and physique of the college pupil, as the gymnasium work in the regular session does, but rather to train teachers in the art of instructing their pupils in physical culture and hygiene.

While only a little over fifty are enrolled in the two sections, those who are taking the work are deeply interested and doubtless many more would be enrolled if they properly realized the value of the work given. This is evidenced by frequently hearing such remarks as, "This is the very thing I've been wanting," coming from teachers who have been out on the firing line and know something of the needs of the pupils under their care.

This course covers both the theory and practice of physical training. The latter is given in the gymnasium and the pupils are given practical demonstrations of just how to conduct classes in physical exercises, games, etc., adapted to the school room and play-ground.

In theory, the course takes up gymnasium nomenclature, best methods of teaching gymnastics, school and personal hygiene, and as much physiology and anatomy as time permits.
—*From the Angelos*.

### Ben Greet Please Hearers

The great Shakespearean actors were here July 15 and played "The Taming of the Shrew" in the afternoon and "The Tempest" in the evening. Ben Greet played the part of Christopher Sly in the former and the part of Prospero in the latter.

Taken altogether the performances from start to finish were most fascinating and delightful to the immense audiences.

Greet has trained more theatrical stars than any other man. To be a Ben Greet player one has to serve five years under close supervision and masterly instruction. Two years ago seventy-two companies left New York which had Ben Greet players in them. He has had over one thousand players in his employ. He has done more for the drama in America than any other man by showing the rising generation the possibilities of the stage and dramatists.

Ben Greet has served in the English and United States armies. He still takes his uniform of First Lieutenant in the U. S. army with him.

### Summer School Retrospects

This is the last week of the summer school. Already the students are beginning to plan their leaving, and in another week the more than eleven hundred who have been together will be widely separated. Some will seek recreation at sea-side or mountain resort; others will travel. Still others will settle themselves down to a period of quiet and repose, and still others will engage in some employment.

When you enter into these new activities, there will come to you the question, "What did the Ohio University Summer School do for me?" It is a legitimate question, and you will at once begin to form an answer.

In the first place you are not the same person you were six weeks ago. It would be impossible for a sane person to be here for even this short period and not be changed through the various associations. You have not only been changed, but influences have been set to work that will mould the whole of your future. Have you ever thought how some event, trifling in itself, will oft-times alter entirely a person's life?

So your stay here stands for change—already established or to be realized in the days to come. Of course you know more than you did, because you have added to your experience. Your knowledge of books and people has increased. You have made new friends. Some of the friendships formed will be lasting. These new found friends have helped you form new ideals. Because of them, you look at some things differently than you did.

Perhaps some of you by being here will have met your future husband or wife. No one can tell how differently your life may be because you have been here.

You will take away with you, we hope, some of the spirit of O. U. We wish this spirit so to possess you that you may come back again.

Don't go away without your credits. This means that you are really a student at the Ohio University. You do not know, but you may have use for these credentials at some time.

One thing you ought to have learned in these six weeks, and that is, it don't pay to "review" common branches if you do have to be examined in them. Tell the examiners to go too. You can review the common branches at home. Fortunate is the summer student who took new work. That person will leave with a better feeling and be better satisfied with the term's work. No stagnant pools for him. Of course, if you need Arithmetic and Grammar, that is the thing to do. But really, you ought to have had that before you came.

Another new experience you ought to have by this summer's work, if you never had it before, is the desire to complete a course.

Certainly it takes time, but you might just as well spend your days this way as in some other manner. One young lady who has been five summers here, was delighted to learn that she could finish one of the short courses in three summers. She thought it might take five instead. This attitude at once puts this teacher in a much too small, but a decidedely distinct, class.

Perhaps some of you have been disappointed in your work. It would be strange indeed if everyone were perfectly satisfied. But we believe this has been the best summer school in the history of the Ohio University. It has been marked by earnest, persevering efforts on the part of both teachers and students. The authorities have been well pleased with the attitude of hundreds of splendid people who have come here for educational help. It has been a great summer. When you leave and the buildings of Old O. U. fade from you, our fondest hope is that you are afflicted with a pang of regret that you are leaving.

But when the thoughts of home cause you to look forward to a reunion of relatives and old friends, and you dismiss from your mind your experiences here, may you have the feeling that it was good for you to be here anyway, and may the days spent in our halls become your most cherished memories. C. L. Martzolff in *Angelos.*

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A short time ago one of my friends said that as a rule students come to the summer school for an atmosphere. Although the idea is good, yet I think that there should be something in addition. In six weeks of study, even in hot weather, one may get much out of the content side of one's courses. He may leave the institution with a great deal of material that he did not formerly know. But above all, he should develop enthusiasms.

First, he should take away with him an enthusiasm for work. If he is already a worker, it is to be hoped that he may become a more effective one. As a teacher, he should experience a renewal of his ambition to grow more systematic and thoughtful.

It is a sorrowful thing to see a teacher settle down with methods so fixed that they defy modification. A course in our summer school ought to assure one that it is proper to speak of the best methods of teaching rather than of the only method. When a teacher has a sly conviction that his work is going in a manner quite right, he had better look upon such thoughts as a warning signal. Professionally, nothing is more dangerous for him. Reflection will convince him that should he satisfy his own requirements, these indeed, are in immediate need of revision. Here he has an opportunity to observe competent teachers. Let his ambition be to appropriate the best he sees. It is necessary that he feel something of the dignity of teaching.

Then, there should be an enthusiasm for books —for intellectual pursuits. The real student should have a desire to keep in close relationship with the few great, vital minds in the history of thought. The average worker does not need a wide range of books, but he does need a wide and intimate acquaintance with the few great ones—the source books. He should never lessen the contact between his own mind and that of the rare few. There is nothing more important for the student than to develop his capacity for self-education and self-culture.

If, then, there is in a term of six weeks only an intensifying of a student's enthusiasm for more effective teaching and for a larger self-development, he will find it a brief period well spent.—H. R. Wilson in *Angelos.*

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Within the last seven years, the sum of $121,150.00 has been paid out for real property, and improvements thereon, needed for University purposes, as follows:

| | |
|---|---|
| Three lots site of present Heating Plant | $ 6,500 |
| Lot and building, corner of College and Union Streets | 30,000 |
| Lot and building, corner of University Terrace and Park Place | 9,000 |

| | |
|---|---|
| Lot and building adjoining the above, on Park Place | 6,650 |
| Lot and building on President street | 9,000 |
| Athletic Field | 4,500 |
| Lot and building on South Court street | 6,500 |
| Lot and building on University Terrace | 13,500 |
| Three lots and buildings on College street, North of Women's Hall | 13,500 |
| Two lots and buildings on University Terrace | 10,000 |
| President's Home on South Congress street | 9,000 |
| Lots east of University Terrace for Agricultural Department | 3,500 |
| Total | $ 121,150 |

In February, 1903, the bonded indebtedness of Ohio University was $55,000, bearing interest at the rate of 5 per cent. interest payable semi-annually. In August, 1913, the last payment on this indebtedness was made, leaving the University free of debt. To bring this result about, the following sums were paid. Principal, $55,000; Interest, $16,500; Total $71,500.

On Commencement day, June 9, 1913, degrees were conferred and diplomas granted as follows:

| | |
|---|---|
| Masters' degrees, honorary | 1 |
| Masters' degrees, in course | 10 |
| BACCALAUREATE DEGREES: | |
| College of Liberal Arts | 50 |
| State Normal College | 31 |
| School of Oratory | 2 |
| DIPLOMAS WITHOUT DEGREES: | |
| Elementary Education | 50 |
| Kindergarten Course | 4 |
| Agriculture | 1 |
| Public-School Music | 12 |
| Public-School Drawing | 6 |
| Two-Year Course in Electrical Engineering | 15 |
| Two-Year Course in Civil Engineering | 2 |
| College of Music | 2 |
| School of Oratory | 3 |
| School of Commerce | 2 |
| Home Economics | 10 |
| Certificates in Stenography and Typewriting | 14 |
| Certificates in Accounting | 20 |

The whole number of degree graduates, of baccalaureate rank, in the history of the University, is, men, 724; women, 185; total, 909.

The present state mill-tax support of the University and State Normal College is as follows: Ohio University .0085 of a mill; State Normal College, .005 of a mill; Total .0135 of a mill. Realty and personality in Ohio were assessed at $6,481,059,158.00 in 1913. The authorized tax on this sum would give the University an annual income of $55,089.00 and the Normal College, $32,405.30—a total of $87,494.30. A legislative act authorizes the Auditor of State to draw warrants on the State Treasury to increase the mill-tax support enough to give the University $62,500 and the Normal College $37,500—a total of $100,000. Expectation is that the increased valuation of personality in Ohio will cause the mill-tax to produce an annual revenue of not less than $100,000. The assessed valuation in 1912 was $308,059,158 *more* than it was in 1911.

Regarding the valuation for 1913, State Auditor A. V. Donahey writes as follows: "It would be impossible with the very limited returns at hand to give an estimate, that would be of real value, of the grand duplicate for 1913. However, it would be safe to say that there will be a substantial increase. We have this both from the State Tax Commission and our own returns thus far received."

The total tax rate in Ohio, for all state purposes, is .961 of a mill, divided as follows:

| | |
|---|---|
| State Highway Improvement | .5000 of a mill |
| Common Schools | .3350 " " |
| Irreducible Debt Interest | .0335 " " |
| Ohio State University | .0535 " " |
| Ohio University | .0085 " " |
| Ohio University Normal College | .0050 " " |
| Miami University | .0085 " " |
| Miami University Normal College | .0035 " " |
| Bowling Green Normal School | .0050 " " |
| Kent Normal School | .0050 " " |
| Wilberforce University | .0035 " " |
| Total | .9610 of a mill |

The 80th General Assembly of Ohio made appropriation, approved by the Governor, for Ohio University as follows:

**1913-1914**

| | |
|---|---|
| Ewing Hall bonds | $ 5,000 |
| One year's interest on $5,000, Ewing Hall bonds | 250 |
| Apparatus and equipment for University purposes | 11,000 |

| | |
|---|---|
| Repairs and improvements of buildings and grounds | 14,000 |
| Uses and purposes of Library | 5,000 |
| Maintenance and equipment of the State Normal College | 35,000 |
| Summer Session | 10,000 |
| Building for the Training School of the State Normal College, and equipment to cost $55,000 complete | 27,500 |
| Completion of Electric Light Plant | 15,000 |
| Building for Agricultural Department and Domestic Science Department of the State Normal College; cost not to exceed $90,000 | 25,000 |
| Additions and improvements to heating system | 10,000 |
| Extension of electric conduit to Heating Plant | 1,200 |
| Total | $158,950 |

**1914-1915**

(Subject to revision)

| | |
|---|---|
| Apparatus and equipment for University purposes | $ 10,000 |
| Uses and purposes of Library | 5,000 |
| Repairs and improvements of buildings and grounds | 12,000 |
| Maintenance and equipment of the State Normal College | 35,000 |
| Summer session | 10,000 |
| Building for the Agricultural Department and the Domestic Science Department of the State Normal College and equipment; cost not to exceed $90,000 | 65,000 |
| Total | $137,000 |

If there is a gala week in Athens any time during the year, Commencement Week is the time. Athens socially revolves around and dates to and from this important week in her yearly experience. Guests are invited for the week because everything socially is in a flutter. Every home is burnished and brightened inside and out for this event. The new clothing of the season is bought for, prepared, and worn on this occasion. It is a democratic affair. Aside from organization doings everything is open to the public and as a result the Auditorium is inadequate in nearly every instance. No other time of the year is the loyalty of the city for the big institution so manifest and it is a high commentary upon both the institution management, and the city as well, that this is so. Citizens generally appreciate what the Ohio University means to them from an educational and commercial viewpoint. And the sentiment for the institution as well as the institution itself is growing, rapidly growing. Next week there will be over 1,000 students from all over the state and from adjoining states, flocking here for the six week's summer term. It is to the interest of every citizen to give these young people the glad hand of welcome and assure them comfortable entertainment. Ohio University is the biggest asset of Athens from whatever standpoint you may view it.—*Athens Messenger.*

An editorial in the September issue of the Ohio Educational Monthly has the following about the Ohio University:

The summer session of Ohio University enrolled nearly 1,200 students. The remarkable growth of this school is simply a part of the equally remarkable growth of the University in all its departments. When President Ellis entered upon his phenomenally successful administration twelve years ago, the outlook was not promising and even the most hopefully ardent friend of the institution could have had no vision of what the next few years were to bring about. The large, well equipped buildings now in use and in process of erection, the beautifully kept campus, the united and earnest faculty, and the large and earnest student body all united to tell the same story—the story of success achieved in the midst of difficulty by intelligent, persistent, painstaking, and well directed effort on the part of President Ellis and those associated with him in the administration of the affairs of this historic university. In too many instances, the president of the modern college or university has little or nothing to do with the direction of its affairs, except in the most general way, each member of the faculty being a law unto himself and doing practically as he pleases. Ohio University, under the presidency of Doctor Ellis, furnishes a concrete example of a thoroughly supervised institution of higher education, by a president who is "on the job," all the time and who has thorough knowledge of what is going on.

The new Department of Home Economics made a very favorable impression on Fair visitors by its exhibits. A display exemplifying the needle arts was shown which served to

correct the idea that domestic science means just cooking and that of the fancy expensive sort. But the cooks and the impromptu kitchen with furniture supplied by Athens merchants were the most attractive show in the new brick building. There day after day the young lady students used the oil heated range and the fireless-cooker in cooking the various kinds of food they mixed and prepared in the presence of visitors and when completed handed out to them. The appetizing odors drew crowds who ate up the different kinds of bread and cake made; ate sandwiches and crackers, tasted delicious soups and drank buttermilk fresh from the creamery. People who saw, heard, felt, smelled, and tasted there wished they had a few more senses to be gratified and went home with the feeling that the domestic girls who make such things are all right, that the teachers are all right and that old O. U. is all right too. It is the boast of Athens that it doubled its population in ten years. The department for home effectiveness has doubled in one year and that advertising scheme will double it again in less than another year.

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As the days grow shorter and the nights cooler, social activities along various lines begin to multiply. Conventions, fairs, and public gatherings of different kinds will come with increasing frequency during the next few weeks. Some of these will be events of general interests and much importance. But the event of greatest significance to Athens is always the opening of college. The second week in September will find faculty and students with us again and the town will take on the appearance which has come to be its normal one.

With two imposing buildings under way, the Training School and building for the departments of Agriculture and Domestic Science, there will be conspicuous evidence of the increasing greatness of the University. The people of Athens fully realize the city's greatest asset, and they are delighted with its growth during recent times. There are some however, who are perhaps not fully aware of the extent to which the University has spread out during the last seven years. A simple statement of the amount of real property which the President and Trustees have acquired for the use of the institution during this period casts much light on this point.

H. G. Bishop, an Ohio University graduate, now at Cornell University in a letter to Dr. Oscar Chrisman writes:

"There are at present nine O. U. people here, all on some department staff, except Mrs. Livingston. They are: Badertscher, Livingston, Shilliday, and McCorkle in Medicine; Hayden and Bolton in the Veterinary School; Pidgeon in Physics, and myself, the most recent one, in Psychology. Four of the above nine are members of my Class, of 1911. It is a fine showing for our old school. I think I am to have two sections of introductory psychology.

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Ohio University has a hospital which is exclusively for the "co-eds." This hospital is modern in every respect and is in charge of the Department of Home Economics.

The plan for its use, as outlined by President Ellis, is as follows: When any girl, who is a student in college, becomes ill and the illness appears to be an emergency case, Dr. Douthitt, the University physician, will be summoned, and he, if there is any doubt, will call the health officer into consultation and the patient will be removed to the hospital where she can be better taken care of than if left in a dormitory or a private home.

This hospital will be in direct charge of Miss Mary Edith O'Dell, the new matron of Women's Hall, who assumed her duties recently. Miss O'Dell has had experience in this kind of work and is highly capable of taking care of the hospital which is to be in the old Welch residence moved to the rear of the lot to give room for the new "Ag." building now in course of construction on University Terrace. This residence has been remodeled and is entirely new as far as interior equipment is concerned.

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Athens socially and commercially regrets that this is the last week of the Summer-School. The twelve hundred students who have been here for the past six weeks have proven themselves to be a fine lot of young men and women of serious purpose and of industrious intent. It is no reflection on the high quality of students of former terms to say that the present student body is superior in many ways. The average is greater and many, having been here before, located themselves earlier in the work and have therefore kept themselves down to business better. The faculty speaks enthusiastically

of the high efficiency attained in classes and from the standpoint of accomplishment this has been the banner term not only in numbers but in quality of work performed. The summer students represent the flower of the profession, because they appreciate their lack as teachers and come here determined to improve, consequently go back to their schools better equipped in every way for their work. Athens is indeed fortunate to have the privilege of taking care of these people during the heated season and the students are equally fortunate in having a school of such high classed instruction to attend. We welcome them back to succeeding summer terms and to the regular university course, with the assurance that a more capable or more efficient faculty of instructors cannot be found elsewhere in the state.—*Athens Messenger.*

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It would be a happy thing for Athens county if the two speeches made by Secretary Sandles before the teachers and pupils of the Summer School could somehow be brought to the attention of every person in the county, and if those having power could be induced to put into practice the many valuable suggestions which he made. If farmers could be induced to raise a thousand acres of alfalfa where now they raise one, and to keep for milk cows only such animals as produce enough milk and butter to pay for their keeping and a little more, how the sunlight of prosperity would lighten up our old hills and valleys! And if all parents would only treat their children with the wisdom and consideration which he urges, how many more would remain on the old homestead and work with contentment and joy!

The advice he gave to teachers and school boards is equally important. There are indeed few teachers that exert as much influence over the people among whom they labor as they should. But this is in many cases hardly the fault of the teacher. Too many times school boards, for reasons that are not always worthy, insist on changing teachers about, instead of getting good ones and keeping them year after year. In this way they are prevented from ever gaining sufficient familiarity with the community either to do the best work with the children in school or to be of any assistance to the people outside of the school.

Only the experienced teacher realizes how greatly the schools suffer through frequent changes of teachers. And the suggestion, made by Mr. Sandles, to consolidate the schools, making of small and weak ones others that are large enough to justify the payment of good salaries to the teachers, and then furnishing residences for them, making the position dignified and honorable, as well as reasonably lucrative, and thus keeping them permanently, is certainly worthy of the most serious consideration. Such schools should be two or three times as efficient as those we now have, and probably would not cost a dollar more.

Ohio is badly in need of a new school system. —*Athens Tribune*

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The bids submitted for the new Agricultural Building were as follows:

| | |
|---|---|
| George L. Fenzel | $ 78,735.00 |
| Chas. P. Kircher | 83,800.00 |
| William Cherry | 90,687,00 |
| J. Glick & Co | 87,987.00 |
| John H. Heinna | 96,093.00 |

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Mark Banks, who last year coached the athletic teams of Ohio Wesleyan University, has been hired to coach the Ohio University football team for the coming year. He comes with the highest recommendations and his work at Ohio Wesleyan last year was signally successful. He leaves that school for several reasons, the smallness of the salary being the big thing.

Mr. Banks is a graduate of Syracuse University and was football star there four or five years ago. For several years he was at the head of athletics at Center College, Danville, Ky.

# FACULTY

## Ohio University and the State Normal College

ALSTON ELLIS, Ph. D., LL. D.,
*President.*

EDWIN WATTS CHUBB, Litt. D.,
*Dean of the College of Liberal Arts, and Professor of Rhetoric and English Literature.*

HENRY G. WILLIAMS, A. M., Ped. D.,
*Dean of the State Normal College, and Professor of School Administration.*

ELI DUNKLE, A. M.,
*Registrar of the University, and Professor of Greek.*

DAVID J. EVANS, A. M.,
*Professor of Latin.*

FREDERICK TREUDLEY, A. M.,
*Professor of Philosophy and Sociology.*

WILLIAM HOOVER, Ph. D., LL. D.,
*Professor of Mathematics and Astronomy.*

ALBERT A. ATKINSON, M. S.,
*Professor of Physics and Electrical Engineering.*

HENRY W. ELSON, Ph. D., Litt., D.,
*Professor of History and Political Economy.*

OSCAR CHRISMAN, A. M., Ph. D.,
*Professor of Paidology and Psychology.*

WILLIAM FAIRFIELD MERCER, Ph. D.,
*Professor of Biology and Geology.*

WILLIAM B. BENTLEY, Ph. D.,
*Professor of Chemistry.*

LEWIS JAMES ADDICOTT, B. S., C. E.,
*Professor of Civil Engineering.*

WILLIS L. GARD, A. M., Ph. D.,
*Professor of History and Principles of Education.*

FLETCHER S. COULTRAP, A. M.,
*Principal of the State Preparatory School and Professor of the Art of Teaching.*

WILLIAM F. COPELAND, Ph. M., Ph. D.,
*Professor of Agriculture.*

WILLIAM A. MATHENY, A. M., Ph. D.,
*Professor of Civic Biology and Botany.*

HIRAM ROY WILSON, A. M., Litt. D.,
*Professor of English.*

EDSON M. MILLS, A. M., Ph. M.,
*Professor of Mathematics.*

CHARLES M. COPELAND, B. Ped.,
*Principal of the School of Commerce.*

*ALEXANDER S. THOMPSON, Mus. D.,
*Director of the College of Music.*

THOMAS N. HOOVER, M. Ped., A. M.,
*Professor of History.*

CLEMENT L. MARTZOLFF, M. Ped.,
*Alumni Secretary and Field Agent.*

HARRY RAYMOND PIERCE,
*Professor of Public Speaking.*

EMMA S. WAITE,
*Principal of the Training School*

JOHN J. RICHESON, B. Ped.,
*Professor of Physiography and Supervisor of Rural Training Schools.*

LILLIAN GONZALES ROBINSON, A. M.,
DR. es LETTERS
*Professor of Romance Languages.*

FREDERICK C. LANDSITTEL, M, S. in Ed.,
*Professor of Methods and Management.*

C. M. DOUTHITT, M. D.,
*Resident Physician and Director of Physical Education.*

*MARK BEAL BANKS,
*Director of Outdoor Athletics.*

*IRMA ELIZABETH VOIGT, A. M., Ph. D.,
*Dean of Women.*

EMIL DOERNENBURG, Ph. B., A. M.,
*Professor of German.*

ELIZABETH H. BOHN,
*Principal of the School of Home Economics*

CONSTANCE T. MCLEOD, A. B.,
*Principal of the Kindergarten School.*

CHARLES G. MATTHEWS, Ph. M.,
*Librarian.*

JOSHUA R. MORTON, M. S.,
*Associate Professor of Chemistry.*

CLINTON N. MACKINNON, A. M.,
*Assistant Professor of English.*

MARY ELLEN MOORE, A. M.,
*Assistant Professor of Latin.*

EVAN JOHNSON JONES, A. M.,
*Assistant Professor of History and Civics.*

GEORGE C. PARKS, Ph. B.,
*Assistant Professor of Accounting and Business Administration.*

*OSCAR E. DUNLAP, M. S. in Education,
*Assistant Professor of Agriculture.*

WILLIAM R. CABLE, B. S. in Education,
*Assistant Registrar.*

MARIE LOUISE STAHL,
*Head of the Department of Drawing and Painting.*

MARY J. BRISON, B. S.,
*Head of the Department of Drawing and Handwork.*

GEORGE E. MCLAUGHLIN,
*Instructor in Electricity and Workshop.*

*HERMAN H. YOUNG, A. B.,
*Instructor in Paidology and Psychology*

*JESSE ALFRED PLACE, A. B.,
*Instructor in Biology.*

CHARLES OWEN WILLIAMSON, M. S.,
*Instructor in Manual Training.*

*ALLAN L. CARTER, A. M.,
*Instructor in German.*

MARY Engle Kaler, Ph. B., B. Ped.,
*Instructor in English.*

EUGENIA MAY LISTON,
*Instructor in Public-School Music.*

*ROBERT GROVER WEBBER, B. S.,
*Instructor in Physics.*

*FAITH M. EDWARDS,
*Instructor in Public-School Drawing*

*LENA ESTELLE PATTERSON, A. B.,
*Assistant in Public-School Drawing.*

*MARGARET FARNAM,
*Instructor in Domestic Science.*

MINNIE F. DEAN,
*Instructor in Stenography.*

GRACE MARIE JUNOD,
*Instructor in Typewriting.*

*MARY EDITH O'DELL,
*Instructor in the Department of Home Economics and Matron at Women's Hall.*

KATE DOVER,
*Instructor in Kindergarten.*

*ALICE C. SMITH,
*Instructor in Domestic Science.*

*SIROUHEE T. ARPEE, A. B.,
*Instructor, Advanced Piano.*

*ALLEN R. KRESGE,
*Instructor, Piano, Organ, and Theory.*

*CLARA D. THOMPSON,
*Instructor in Voice Culture.*

JOHN N. HIZEY,
*Instructor on Violin.*

*HELEN FLOWERS LOTT, A. B.
*Instructor in Voice Culture and Musical History.*

NELLIE H. VAN VORHES,
*Instructor, Piano and Virgil Clavier.*

BESSE IRENE DRIGGS,
*Instructor on the Piano and Organ.*

*HELEN WORTH FALLOON,
*Instructor in Voice Culture.*

*CHARLES K. COOPERRIDER,
*Assistant in Biology.*

*HOMER S. HOPKINS,
*Assistant in Engineering and Draughting.*

*WILBUR R. MCREYNOLDS,
*Assistant in French.*

LORING HALL,
*Assistant in Latin.*

WILLANNA M. RIGGS,
*Matron at Boyd Hall.*

*LULA FAYE ELLIOTT,
*Secretary, President's Office.*

JULIA L. CABLE,
*Stenographer, President's Office.*

CARRIE ALTA MATHEWS, A. M.,
*Assistant Librarian.*

CALLA E. COOLEY, Ph. B.,
*Assistant Librarian.*

*CARRIE A. COWDEN,
*Assistant Principal of the Training School and Critic Teacher, Third-Year Grade.*

ELIZABETH MUSGRAVE,
*Critic Teacher, First-Year Grade.*

AMY M. WEIHR, Ph. M., B. Ped.,
*Critic Teacher, Second-Year Grade.*

WINIFRED L. WILLIAMS,
*Critic Teacher, Fourth-Year Grade.*

MARGARET A. DAVIS,
*Critic Teacher, Fifth-Year Grade.*

CORA E. BAILEY, B. Ped.,
*Critic Teacher, Sixth-Year Grade.*

MARGARET L. TILLEY,
*Critic Teacher, Seventh-Year and Eighth-Year Grades.*

*LULA WILHELMINA REITER,
*Teacher, Rural Training School.*

*RUTH ELEANOR HALL,
*Teacher, Rural Training School.*

LILLIAN E. TERRELL,
*Teacher, Rural Training School.*

## RECENT ADDITIONS TO THE CORPS OF INSTRUCTORS AT OHIO UNIVERSITY

Under the head of "Faculty," those whose names are *starred* began their teaching service in the University at the beginning of the first semester of the present college-year, September 8, 1913.

Dr. Thompson, Director of the College of Music, is 54 years of age, is a Scotchman by birth, having been born in Falkland, Scotland in 1859. Just recently he has been Director in the Ames Conservatory of Music in the Iowa State College of Agriculture and Mechanic Arts, teaching piano, pipe organ, and voice. He is a song writer and music composer, being the author of a number of songs and cantatas. Among his teachers of voice were Wm. Courtney, of New York, and Sims Reeves, the famous English tenor. He studied theory, counterpoint, and fugue under Dr. Francis E. Gladstone of the Royal College of Music in London and had for his instructor in piano Wm. H. Sherwood, lately of Chicago. He did research work in the British Museum, London. His voice is baritone of good range and quality, considered by Sims Reeves as of exceptionally sympathetic quality.

He is a scholar, speaking German fluently and having good knowledge of French and Italian. He has also studied Greek and Latin. He has had successful experience in concert work.

Mrs. Thompson who is one of the new instructors in voice, is an able voice teacher and a fine singing artist with a remarkable mezzo soprano voice. She has had the benefit of instruction from some of the greatest singing teachers of the world, notably Alberto Randegger and Sims Reeves, the great world tenor, and has sung in concert and oratorio with some of the greatest singers of the country, Frederic Martin, Tom Daniels, George Carre, Mesdames Anita Rio, Rita Fornia, Isabel Bouton, De Vere Sapio, and Maude Powell.

For the past six years she has trained and managed a fine girls' glee club and intends to select some of the best voices in the college for a similar object here.

Miss Irma E. Voigt, Dean of Women, a new position at O. U., comes highly recommended. A physiognomist who looked at her portrait said it indicates strength of character. She looks "I've told you what to do and expect you to do it." She has good nature and a keen sense of humor. She is a scholar with A. M. and Ph. D. degrees. Miss Voigt has just passed an examination for a Doctor's degree in German and is a woman of unusual enterprise and vigor. She has scholarship and high character, and has had experience as a teacher, and thinks she has a mission to fill in exercising a good influence over young women. She holds a Normal diploma from the Illinois State Normal University, was principal of the Fulton, Ill., High School from 1907 to 1910, and was head of the Latin Department of Dixon High School. Her ambition has been to hold just such a position as that she has in O. U. Miss Voigt is a platform-worker. In 1910 she represented the University of Illinois at the Northern Oratorical Contest at Minneapolis, winning 2nd place. The year she won the declamatory contest at the next University of Illinois. She has been an athletic director, is 5-10 high, of robust build, and vigorous physique.

Margaret Farnam, Assistant in Home Economics, comes from Menominee, Wisconsin, and is a graduate of Stout Institute, said to be the best school of its kind in the United States. Miss Farnam was teaching last year in Pittsburgh, Pa. She comes highly recommended.

Allan L. Carter, A. B., A. M., instructor in German is a graduate of the North Western University of Illinois and of Clark College, Worcester, Mass. He is an American by birth, 22 years of age, has his spurs to win, and comes with good recommendations.

Miss O'Dell, who is instructor in Home Economics and Matron of Women's Hall, is well known to many Athens people. For nearly three years she has been superintendent of the Nurses' Training School of the Athens State Hospital. She was born and reared in Gallia county and for five years was a teacher. She then took up nursing and graduated from the Nurses' Training School of the Protestant Hospital in Columbus. Then she had charge of a private hospital at East Liverpool and while there was hired by Dr. Fordyce as the superintendent of the local school for nursing. Dr. Fordyce sent her to Battle Creek, Michigan, where she took a special course in massage and hydrotheraupy. Dr. Fordyce styles her "A capable woman and a splendid instructor."

Miss Sirouhee T. Arpee, A. B., instructor, advanced piano, is of Armenian lineage and was born and educated in Constantinople, Turkey.

Her father was one of the leading Protestant pastors in that ancient city and she is a graduate of the American College there. She is highly educated speaks five languages and has a fine command of good English which she speaks very clearly and fluently. Miss Arpee has much musical ability, has received instruction from teachers, and has completed her musical education, in Berlin. She has been in the United States six years and has taught in Crescent College, Eureka Springs, Arkansas and Radnor College, Nashville, Tennessee. She is a lady of engaging manners and is highly spoken of as emotional, artistic, and capable.

Mr. Allen R. Kresge, instructor, piano, organ, and theory, is a young American pianist, who took his earlier course at Muehlenberg College, a Lutheran institution in his native city of Allentown, Pa. He was under the special tutelage of C. A. Marks, the director of the music department of the college and conductor of Euterpean Oratorio Society of the city, an organization numbering some four hundred. After finishing with Prof. Marks, he went to New York and placed himself under the instruction of Albert Ross Parsons, one of the best known piano teachers of this country, a man of the widest experience in the art of teaching piano music. Mr. Kresge was pianist of the Mendelssohn Trio in Allentown and also studied organ under Mr. Marks and became a capable church organist.

Miss Besse Irene Driggs, instructor piano and organ, after an absence of half a year, reappears among the piano teachers. In the interim she has been doing serious study under the great pianist Joseffy, one of the great pianist names of the musical world. When he first came to New York he created a furore. All Miss Driggs's friends and admirers know her to be an accomplished piano player and a fine accompanist and they are glad to welcome her again among the music faculty of the College of Music.

Miss Helen Falloon, instructor in voice culture, whom all know as the possessor of a great under contralto voice, has joined the ranks of the music faculty after post-graduate vocal study under Bernstein-Regneas in New York. Bernstein-Regneas after years of success as one of the great bassos of the opera in Germany has returned to New York to take up teaching and Miss Falloon was fortunate in being able to get a place among his pupils. Young students of voice are favored to be able to study with one like Miss Falloon, who has such a fresh, pleasing voice to pattern after. The method she studied with Regneas is unquestionably reliable. She will undoubtedly make a place for herself as a vocalist and teacher.

Miss Helen Flowers Lott, instructor in voice culture and musical history, one of the new vocal teachers, is a graduate of the Ohio State University in the A. B. course. She was a favorite pupil of Samuel Richards Gaines of Columbus, and has a charming soprano voice. She also studied theory in the music school at Harvard University and in the New England Conservatory. She has a great deal of experience in teaching voice in the public schools and in private. Miss Lott was heard in solos in the past Summer School, receiving much commendation for her delightful singing. She has charge of the classes in musical history, a work that her education and experience eminently fit her to do. Miss Lott has made a distinct impression on all that have met her on account of her charming personality.

# LIST OF STUDENTS

## Ohio University Summer School, June 23, 1913—August 1, 1913

| | |
|---|---|
| Abbott, Clara Gertrude | Keystone, W. Va. |
| Abbott, Marjorie | Conneaut |
| Aber, Nina Conner | Athens |
| Adams, Dale | Reedsville |
| Adams, Evelyn Lyon | Shanghai, China |
| Adams, Louise Viola | Short Creek |
| Adams, Nancy Ruth | Hillsboro |
| Addicott, Cora Elizabeth | Williamsfield |
| Addicott, Harold Brown | Athens |
| Albright, Edward Emil | New Holland |
| Albright, Grace Mabel | Athens |
| Albright, John Grover | Athens |
| Alfred, Theodore C | Lancaster |
| Allinger, Ethel Jeannette | Sidney |
| Allison, Ida A | New Marshfield |
| Amerine, Arthur Truman | Creola |
| Amerine, Ivan Robert | Creola |
| Amerine, Sarah Leota | Summit Station |
| Anderson, Lena Malinda | Newark |
| Andrews, Florence Eva | Glouster |
| Antorietto, Dora Catherine | Athens |
| Applegate, Vesta | Goshen |
| Armstrong, Clarence Edward | Athens |
| Armstrong, Cora Lula | Woodsfield |
| Arrington, James Austin | Bainbridge |
| Armstrong, Lyman Walter | Ravenna |
| Arnold, Mildred May | Youngstown |
| Ault, Mary Ruth | Franklin Furnace |
| Aumiller, Leighton Edington | Nelsonville |
| Bailey, Laura Belle | Athens |
| Baird, Don Otto | Wilmington |
| Baker, Anna Mae | Zanesville |
| Baker, Clara | Jewett |
| Baker, Esther Viola | Amherst |
| Baker, Ralph Freeze | Athens |
| Balderson, Mary Emily | Amesville |
| Baldwin, Gladys | Waterford |
| Baldwin, Harley Eugene | Iberia |
| Ball, Alice Mildred | East Palestine |
| Ballard, Robert Flenore | Cadiz |
| Balthaser, Lillian Marie | Amanda |
| Banton, Esther Lucile | Newark |
| Barclay, Marie Jean | Sebring |
| Barnes, Sylvia Marie | Shiloh |
| Barnhill, Amy Gertrude | Guysville |
| Barnhill, Lulu Anna | Guysville |
| Barnhill, Walter Everett | Guysville |
| Barstow, Harry | Athens |
| Barton, Thurston | Pleasant City |
| Basinger, Almon Jay | Calla |
| Bates, Le Roy Wilfred | Swanton |
| Bauman, Ida Grace | Allentown, Pa. |
| Beam, Floyd Guyton | Athens |
| Bean, Bertha Estelle | Athens |
| Bean, Ronald Lysle | Chattanooga, Tenn. |
| Beard, Edna Erma | Columbiana |
| Bechmann, Albertina | Mt. Auburn, Cinci. |
| Beck, E. R | Junction City |
| Bell, Arl Mary | Athens |
| Bell, Enid Rose | Jacksonville |
| Bell, Eula | Cambridge |
| Bell, Helen | Newark |
| Bell, Lura L | Bradner |
| Bennett, Jessie Hope | Crooksville |
| Bentley, Harold Jackson | Athens |
| Bentley, William Prescott | Athens |
| Beshore, Georgia Estelle | Mingo Junction |
| Biedel, Grace | Watertown |
| Bierer, Esther Eva | McComb |
| Bierer, Martin Ellsworth | Adena |
| Bing, Simeon Hutsinpiller | Rio Grande |
| Bishop, Herman Davis | Athens |
| Black, Anna Lee | Mt. Vernon |
| Black, Josephine | Malta |
| Black, Leola Elizabeth | Zanesville |
| Black, Treva | Athens |
| Blackburn, Georgia Rowena | Athens |
| Blazier, Goldie | Athens |
| Blizzard, Alpheus W | Basil |
| Blosser, Frank Ray | Hicksville |
| Blum, Bessie Winifred | Logan |
| Blum, Clara Loretta | Logan |
| Blumenthal, William Raphael | Cleveland |
| Bobo, Octa Faye | Athens |
| Boelzner, Lena Ellen | Athens |
| Bogran, Samuel | Santa Barbara, Hond. |
| Bolo, Xenia | Raymond |
| Bolton, William McKee | Athens |
| Bonsall, Addie F | Salem |
| Bork, Eva Mabelle | Helena |
| Bork, Stella Mae | Helena |
| Bouts, John Edward | South Webster |
| Bouts, John Harry | South Webster |
| Bowers, Clyde Emerson | Albany |
| Bowles, Hal Chalfan | Dexter |
| Bowles, Josephine Lydia | Middlefield |
| Bowman, George Arvene | Edison |
| Boyle, Ethel L | Brilliant |
| Brainerd, Arthur Alanson | Hartford, Conn. |
| Braley, Mack Rolin | Athens |
| Brammer, Esta Lola | Trimble |
| Breitenbecher, Vernon Le Roy | Trenton |
| Breitenbecher, Elva Mae | Trenton |
| Brickles, Lucy Inez | Nelsonville |
| Brohard, Edith Bronson | Coulton |
| Broome, Laura Mehrer | Newark |
| Brown, Bessie | Bainbridge |
| Brown, Burton Milton | Summersville, W. Va. |
| Brown, Esther Sara | Crooksville |
| Brown, Theodora Garnett | Roseville |
| Browne, Nora | Athens |
| Browning, Lida Mildred | Portland |
| Buchanan, Clancie May | Watertown |
| Buchanan, David Lewis | Smithfield |
| Buchanan, Elizabeth Phoebe | Woodsfield |
| Buchanan, James William | Basil |
| Bumgardner, Gladys | Athens |
| Bumgardner, Guy | Hanging Rock |
| Burgess, Elizabeth G | Cutler |
| Burleigh, Edith Cora | Guysville |
| Burnfield, Gertrude | Vincent |
| Burns, Granville Willard | Belmont |
| Burns, Warren Lelion | Belmont |
| Burriss, Rena | Mt. Pleasant |
| Burson, Ethel Frances | Athens |
| Burson, Gladys Coe | Athens |
| Burson, Walter Coe | Athens |
| Burton, Otis Austin | Leesburg |
| Burwig, Clara Augusta | Hubbard |
| Butcher, Lila Belle | Mt. Vernon |
| Butterfield, Naomi | Sabina |
| Buxton, Bertha Edith | Athens |
| Cable, Rena Nancy | Sandyville |
| Cagg, Miles Herbert | Nelsonville |
| Cain, Eva Chestora | Glouster |
| Cain, Juanita | Vigo |
| Caldwell, John Henry | Guysville |
| Caldwell, Naomi | Urbana |
| Calhoun, Beatrice Arcama | Charleston, W. Va. |
| Calhoun, Lenore Anna | Crooksville |
| Campbell, Carl | Delaware |
| Campbell, Gertrude Chloe | Bloomingburg |
| Cardwell, Mary | Hampton, Va. |
| Carey, Ethel | New Vienna |
| Carper, Laura Marie | New Petersburg |
| Carr, Elma Hutton | Smithfield |
| Carr, Orpha Lucile | Athens |
| Carter, Effie Bryant | Huntington, W. Va. |
| Carter, Ethel Marie | Nelsonville |
| Carter, Ralph Scott | Adena |
| Cash, Roland Everette | Pleasant City |
| Cassady, Everett S | Belpre |
| Centner, Albert William J | Columbus |
| Chance, Clifford Wilmont D | Gambier |

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| Chaney, Mabel Cora | Williamsburg |
| Chase, Don Edwin | Athens |
| Cheeseman, William Carl | Slippery Rock, Pa. |
| Chrisman, Oscie Dru | Athens |
| Christman, Frank J. | Athens |
| Christman, Jacob Branch | Athens |
| Christy, Frank Leonard | Fleming |
| Chubb, Edwin Downer | Athens |
| Clark, Cleo Mildred Bell | Mt. Sterling |
| Clark, Mildred | Carbon Hill |
| Clark, Wooster Thomas | Steubenville |
| Cleary, Vivian Juanita | Caldwell |
| Clement, Verna Pauline | Kenton |
| Clifton, John Leroy | Columbus |
| Clum, Samuel James | New Philadelphia |
| Clutts, Flora Ethel | Wheelersburg |
| Clutts, Oliver Perry | Wheelersburg |
| Cochran, Francyl | Athens |
| Coen, Seigle Roy | Guysville |
| Cole, Gayle | Huron |
| Cole, Wilma | West Lafayette |
| Coleman, Mabel Bertine | Athens |
| Collins, Anastasia | Athens |
| Collins, Lauretta | Athens |
| Conner, Minerva Willard | Garrettsville |
| Connett, Elizabeth Brown | Athens |
| Cook, Emma Matilda | Crooksville |
| Cooke, Almira Frances | Leesburg |
| Cooley, Merrill Finley | East Liverpool |
| Cooper, Gilbert Floyd | McConnelsville |
| Cooperrider, Charles Knesal | Brownsville |
| Copeland, Nancy Louisa | Cadiz |
| Copeland, Ray Ellsworth | Stewart |
| Copes, Verna Grace | Dennison |
| Corn, Edith Minnie | Oak Hill |
| Costigan, Statia Mary | Berlin Heights |
| Coursen, William Marshall | Youngstown |
| Courtright, Georgene Beryl | Lancaster |
| Cowger, Cleo | Gallipolis |
| Crabb, Lois | New Holland |
| Creamer, George Fulton | Bridgeport |
| Crone Mabel Edna | Mineral City |
| Cross. Waid | Racine |
| Cubbison, Gertrude Helen | Cumberland |
| Cuckler, Kathryn Eunice | Athens |
| Cullum, Opal Willma | Nelsonville |
| Cullum, William Price | Athens |
| Cullums, Doris Mae | Nelsonville |
| Cunningham, Mae Belle | St. Clairsville |
| Curry, Bess Todd | Columbus |
| Curry, Edith | East Palestine |
| Curtis, Anna Sarah | Iberia |
| Cushing, Anna Mary | Warren |
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| Daily, Lloyd | Athens |
| Dais, Katherine | Athens |
| David, Blanche | Saymond |
| Davidson, Bessie | Rummerfield |
| Davidson, Bessie May | Kensington |
| Davidson Edith Mae | Summerfield |
| Davidson, Margaret | Summerfield |
| Davidson, Mary Olive | Portsmouth |
| Davies, William Walter, Jr | Delaware |
| Davis, Irene Abbie | Cortland |
| Davis, Margaret | Athens |
| Davis, Mary L. | Paris, Ky. |
| Daugherty, Mary Teresa | Junction City |
| Dawson, Ellen Ruby | Hillsboro |
| Dearth, Otto Art | Summerfield |
| Deer, Bessie Josephine | Nelsonville |
| Dellinger, Georgiana May | Osborn |
| Dennis, Mollie | Clarksburg |
| Devin, Margaret Mary | Congo |
| Dhume, Ruth | Lyndon |
| Dick, Inez Rebecca | New Holland |
| Dickson, Bessie Belle | Athens |
| Diehl, Louedith | Hicksville |
| Dill, Karl | Pemberton |
| Dillehay, Albert John | Congo |
| Dillon, Clarence Bertram | Franklin Furnace |
| Dillon, Elizabeth Ferguson | Franklin Furnace |
| Dinsmore, Gwendolyn Lelia | Carbondale |
| Dixon, James Floyd | Wellston |
| Donley, Gerard Vernon | Nelsonville |
| Donovan, John Paul | Chillicothe |
| Dornan, Edith | Marietta |
| Dowd, Jennie Frances | McArthur |
| Dozer, Mary Jane | Zanesville |
| Drake, Howard | Richwood |
| Drake, Walter Benjamin | Malta |
| Drescher, N. H. | Logan |
| Draise, Lelia | Mt. Sterling |
| Drury, Bertha | New Lexington |
| Du Bois, Herman Henry | Vigo |
| Duff, Helen Gail | Byesville |
| Dunn, Fannie Margaret | Cincinnati |
| Dunn, Ruth | Brilliant |
| Dunn, William Ross | Ripley |
| Dunston, Flavia Adelaide | Granville |
| Durant, Gladys Fern | Guysville |
| Dustheimer, Oscar Lee | Thornville |
| Duvendeck, Katherine E. | Delaware |
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| Eaton, Elaine Elvira | East Palestine |
| Eby, Mary Floy | Ashland |
| Eccles William Johnston | Athens |
| Eckhart, Blanche Magdalene. | Portsmouth |
| Edy, Helen | Trimble |
| Edington, Fred | Nelsonville |
| Edwards, Helen Estella | Ashtabula |
| Edwards, Mary Ethel | Syracuse |
| Ehrhart, Hattie | Sandusky |
| Elder, Florence | Athens |
| Elliott, Lula Faye | Pleasanton |
| Ellis, Goldie Mae | New Vienna |
| Ellis, Musa Myrtle | Chillicothe |
| Emerson, Ruth Waldine | Loveland |
| Enlow, Garrett Cook | Athens |
| Entsminger, Helen Orr | Middleport |
| Eury, Mabel Gladys | Bradford |
| Evans, Anna Mae | Vinton |
| Evans, Edith | Athens |
| Evans, Granville Hywell | Athens |
| Evans, Mamie Isabel | Lebano |
| Evans, Mary | Athens |
| Eves, Edward Holt | Stuttgart, Ark. |
| Falloon, Virgil | Falls City, Nebr. |
| Farnell, Mary Tydvil | Martins Ferry |
| Fay, Edith | Marietta |
| Fearson, Elizabeth | Wellston |
| Fell, Elsie May | Crooksville |
| Fenner, Bessie Olive | Galloway |
| Few, Hattie | Zanesville |
| Findley, Winifred V. | Glenford |
| Fink, Ethel Fern | Mecca |
| Finsterwald, Elmer W | Athens |
| Finsterwald, Nell | Athens |
| Fisher, Daisy Pearl | Payne |
| Fisher, Emma | Watertown |
| Fisher, Mary Etta | Payne |
| Flaherty, Nellie | Belpre |
| Flanagan, Ambrose Lewis | Shadyside |
| Flegal, Carl | Athens |
| Flegal, Margaret Catherine | Athens |
| Foley, Kathryn | Glouster |
| Foltz, Laura Edith | North Baltimore |
| Ford, George William | Millfield |
| Forward, Elizabeth | Sharpsburg |
| Foster, Jennie Viola | Scio |
| Frazier, Elza Louenna | Maynard |
| Freeh, John Lewis | Sardinia |
| French, Joanna Carrie | Jackson |
| Frost, Mary | Marietta |
| Frost, Raymond | Delaware |
| Frost, Zoa Maude | Croton |
| Frye, Lola Belle Chester | Athens |
| Fulks, Ben Floyd | Dresden |
| Fultz, Grace | Charleston, W. Va. |
| Fulwider, William Elbert | Athens |
| Furste, Mattie Elizabeth | Bradner |
| | |
| Gangey, Grace | Arlington |
| Garmen, (Mrs.) Harriet | Bainbridge |
| Gaskill, Pearly | Athens |
| George, Helen Elvira | Pittsburg, Pa. |
| Gerlach, Hazel Margaretta | Vermilion |
| Gibbs, Jeannette Leon | Jacksonville |
| Gibson, Elza Goodspeed | Mineral |
| Gibson, Florence Emma | Toledo |
| Giffen, Sadie Letitia | Hanover |
| Gillingham, Edith | Wellston |
| Gillogly, Ethel Gail | Short Creek |
| Glancy, Bertha May | Athens |
| Glandon, John Forsythe | Thurman |
| Goddard, Harry Hull | Cutler |
| Goddard, John Rodney | Amesville |
| Goldsberry, Blaine Randolph | Athens |
| Gordon, Anna Elizabeth | Junction City |

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| Gordon, Feru | Somerset |
| Gorrell, William J | St. Marys, W. Va. |
| Graham, Mildred Carlyle | Mineral City |
| Grant, Mary | South Webster |
| Grant, Murray Cecil | New Lexington |
| Gray, May Eleanor | Medina |
| Green, Alice Roberta | Powhatan Point |
| Greenwood, Ella L | Charleroi, Pa. |
| Griffin, Homer Glenn | Shereodsville |
| Groves, Hiram F | Buffalo |
| Growden, Clarence Holmes | Bourneville |
| Growdon, Ruth Margaret | Chillicothe |
| Guiler, Mary Ethel | Whigville |
| Guinsler, Herbert Jacob | Crooksville |
| Guthery, Avis Marie | La Rue |
| Guthery, Lois Mayme | La Rue |
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| Hadley, Florence Elizabeth | Wilmington |
| Hadley, Ruthanna | Wilmington |
| Hague, John Taylor | Senecaville |
| Haight, Mabel | Goshen |
| Halbirt, Lucy Keturah | Canaanville |
| Hale, Charles Cunningham | McConnelsville |
| Haley, Alice Agnes | McComb |
| Haley, Edna Gertrude | Chillicothe |
| Haley, Maude May | McComb |
| Hall, Edna Bearl | Nova |
| Hall, Frances | Coalton |
| Hall, Jesse Charles | Glouster |
| Hall, John William | Summerfield |
| Hall, Lola | Croton |
| Hall, Nathan Sylvester | Summerfield |
| Hall, William Loring | Athens |
| Halsema, Elizabeth Agnes | New Bremen |
| Hamilton, Sarah Edmeston | Berlin Heights |
| Hampton, Ada Augusta | Lexington, Ky. |
| Hampton, Roxy May | Nelsonville |
| Hanawalt, Bertha | Ostrander |
| Hanawalt, Ruth Inez | Ostrander |
| Handley, Cecil | Pedro |
| Hanna, Mary Isabel | Cadiz |
| Hannahs, Ralph Stanley | Nelsonville |
| Harding, Minnie | East Palestine |
| Harkins, May | Hamden |
| Harkness, Robert Henry | Zanesville |
| Harris, Alice Glenna | Grand Rapids, Mich. |
| Harris, Bryan Jennings | Mineral City |
| Hart, Denver T | Carey |
| Hart, Henry R | Carey |
| Hart, Virrel Miles | Cambridge |
| Hartford, Margaret Jane | Toronto |
| Hartinger, Mearl Dora | Williamsport |
| Hartinger, Nellie Marie | Williamsport |
| Haskins, Lillie Mae | Wheelersburg |
| Hastings, Katherine Elizabeth | Castalia |
| Hastings, Margaret | Caldwell |
| Haverfield, Mary Alda | Mansfield |
| Hayes, Everett Raymond | Guysville |
| Haymond, Mary Mildred | Newark |
| Haynes, Elfra May | Dillonvale |
| Heald, Hattie Estelle | Cutler |
| Hecox, Nellie | Sumner |
| Heddleston, Roy Grover | New Matamoras |
| Hedges, Effie Harper | Cadiz |
| Helman, Matilda Jane | Lisbon |
| Hemphill, Winona | Barberton |
| Henderson, Albert | Ironton |
| Henderson, Blanche Ethel | Salineville |
| Henderson, Jessie Lucile | Iberia |
| Henry, Hazel | Athens |
| Herd, Mary Docey | East Liberty |
| Herrold, Rose Ella | Nelsonville |
| Herrold, Russell Phillips | Athens |
| Herrold, William Gordon | Athens |
| Hesse, Edna Fern | Roseville |
| Hewitt, Bessie May | New Marshfield |
| Hewitt, Estella Faye | Lincoln, Nebr. |
| Hewitt, John Cecil | Athens |
| Hickman, Perla Grace | Ellenboro, W. Va |
| Hickman, Elsie | Nelsonville |
| Higgins, Winifred Belle | Athens |
| Hill, Flossie May | Ray |
| Hiller, Maude | Gnadenhutten |
| Hipp, Mae Belle | St. Marys |
| Hoak, Hazel Claire | Carbondale |
| Hobt, Lena | Wellston |
| Hoeffler, Josephine Lisette | Woodsfield |
| Hoffmeister, Alexander C.Max | Athens |
| Hofstetter, Elmer Lewis | Martel |
| Hollar, Ada Julia | Newark |
| Hollar, Ruth Susan | Newark |
| Hollingshead, Nellie May | Jackson |
| Holshoy, Harvey Leroy | Mineral City |
| Hooper, Katie | Athens |
| Hoopman, Hallie Belle | Black Lick |
| Hoover, Mary | Middlebranch |
| Hoover, Sylvia | Middlebranch |
| Hopkins, Laverna | Middlefield |
| Hopkins, Rufus Carpenter | Athens |
| Hopstetter, Bertha | Buchtel |
| Horn, Stella | Sandusky |
| Horton, Katherine | Jackson |
| Hoskins, Mildred Emily | New Vienna |
| Hostettle, Pratt | Athens |
| Houser, Alma May | Berlin Heights |
| Howard, Clarence Edward | Athens |
| Howard, Mabel Grace | Athens |
| Howe, Clara Bartley | Lexington, Ky. |
| Howe, Mary Blanche | Athens |
| Huber, Katie | De Graff |
| Hudson, Frank Gillilan | Ashville |
| Huffman, Hazel Dell | Circleville |
| Hughes, Alice | Oxford |
| Hughes, Esther | Thurman |
| Hughes, Milton De La Haye | Monroeville |
| Hughey, Hazel | Greenfield |
| Hull, Sara Marie | Salineville |
| Huls, Ora Mildred | Athens |
| Humphrey, Iva May | Waterford |
| Hunston, Ethel Marie | East Palestine |
| Hunter, Benjamin Arthur | Coal Run |
| Hupp, Glenna Mae | Somerset |
| Hupp, James Lloyd | Hemlock |
| Hurr, Carrie Alberta | Bucyrus |
| Hussey, Cyril Christopher | Sidney |
| Hutcheson, Bernice May | Salem |
| Hutchinson, Calvin Clyde | Logan |
| Hutchinson, Edna Eldora | Etna |
| Hutsinpiller, Garnet Louise | Gallipolis |
| Hutzell, Carrie | Hebron |
| Hyatt, Mary Wood | New Paris |
| | |
| Ide, Mary Evans | Hanover |
| Iles, Mayo Bundy | Logan |
| Isbell, Clara Isadore | Walbridge |
| | |
| Jackman, Corena May | Carrollton |
| Jackman, Thomas Benton | Carrollton |
| Jackson, Nora Edna | Carrollton |
| Jackson, Irene Demeana | Charleston, W. Va |
| Jacobs, Arlington Brazil Cole | Lexington |
| Jacobs, Blaine Park Cole | Lexington |
| James, Gaynell | Nelsonville |
| James, Gwendolyn | Athens |
| Jenks, Julissa Jane | Ashtabula |
| Jenks, Stella Mason | Vigo |
| Jennings, George | Athens |
| Jennings, Mildred Marie | Athens |
| Jensen, Luella Viola | Danbury |
| Joachim, Katherine Elizabeth | Charleston, W. Va. |
| Johns, (Mrs.) Jennie | Mt. Gilead |
| Johns, William Albert | Mt. Gilead |
| Johnson, Forrest Earle | New Marshfield |
| Johnson, Goldie Mae | Basil |
| Johnson, Herbert Shepherd | Leesburg |
| Johnson, Oden | Little Hockin |
| Johnson, Reed Seth | Athens |
| Johnson, Esther Augusta | Gallipolis |
| Johnson, Helen Irene | Grove City |
| Jones, Birchie Ethel | Nelsonville |
| Jones, Earl Leslie | Nelsonville |
| Jones, Electa Birdie | Belmont |
| Jones, Eulah C | Omega |
| Jones, Florence Gilchrist | Shawnee |
| Jones, Katherine | Crooksville |
| Jones, Lucy Margaret | Smithton, W. Va. |
| Jump, Bernice Ora | Huron |
| Jungerman, Elsie Marie | Corning |
| Junk, Ella | Mt. Sterling |
| Justice, Glenn Leroy | Ashville |
| Justice, Helen | Ashville |
| | |
| Kane, Virginia Monica | Caldwell |
| Katzenbach, Iva Loree | Nelsonville |
| Katzenbach, Luey Marie | Nelsonville |
| Katzenbach, Mabel | Nelsonville |
| Keeran, Ethel Inis | Leipsic |
| Kelley, Anna Savilla | McComb |
| Kelley, Lu Verne | St. Marys |
| Kemp, Amma Dee | Bridgeport |

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|---|---|
| Kennedy, Mary Kathryn | Cadiz |
| Kern, Fred | Athens |
| Kessler, Maude J | Oak Harbor |
| Ketcham, Grace | Sayre |
| Keyser, Florence Gertrude | Woodsfield |
| Kile, Erma | Columbus |
| Kimble, Jennie Leon | Wellston |
| King, Dana M | Glenford |
| King, Fletcher M | Pratts Fork |
| Kinnard, Florence Bird | Mt. Vernon |
| Kinsey, Bertha Lee | New Philadelphia |
| Kinsey, Nora | New Philadelphia |
| Kirk, Thirza Alice | Mt. Vernon |
| Kiser, Mary Arvesta | Piqua |
| Kissane, Esther Lucile | Newark |
| Klever, Edna Marie | Bloomingburg |
| Knapp, Lizetta Ida | Norwalk |
| Knecht, Fannie Evangeline | Lancaster |
| Knight, Oscar Allen | Athens |
| Kniesly, Daniel Clarence | Bradford |
| Kniesly, Willis | Gettysburg |
| Knob, Esther | Chillicothe |
| Knoll, Elsie Leota | Alliance |
| Knoll, Zella Elizabeth | Alliance |
| Knowlton, Arch | Albany |
| Koch, Nellie Marie | Columbiana |
| Kochensparger, Mary Frances | Buckingham |
| Koenig, Norma Anna | Murray City |
| Krapp, Matilda Helena | Vermilion |
| Kraus, Blanche | Harrison |
| Krouse, Katharine Mary | Findlay |
| Kuhn, Ruth Margaret | Gallipolis |
| Kumler, Florence | Baltimore |
| Kumler, Nettie Elizabeth | Baltimore |
| Kurth, Louise | Neff |
| | |
| Laird, Bessie Ferguson | Newark |
| Lash, Henry Franklin | Wheeling, W. Va, |
| Lauterbur, Anna P | Sidney |
| Lauterbur, Mary Margaret | Sidney |
| Lauth, Jesse Warren | Russellville |
| Laverty, Adam James, Jr | Athens |
| Law, Christine Elizabeth | Chauncey |
| Lawless, Emma Clare | Bidwell |
| Lawrence, Arthur Elbert | Coolville |
| Lawrence, Majel | Coolville |
| Lawton, Helen Elizabeth | Barlow |
| Lawton, Mary Mildred | Barlow |
| Le Page, Clara Belle | Cumberland |
| Le Roy, Bernard Reamy, Jr | Athens |
| Le Roy, Bernard Reamy, Sr | Athens |
| Le Roy, Frank Coats | Athens |
| Le Masters, Grace Delilah | Charleston, W. Va. |
| Leckrone, Maurice S | Glenford |
| Lee, Estella Clarissa | Athens |
| Leech, Laura Helen | Athens |
| Leeper, Ruth Ellen | Lore City |
| Lehman, Samuel George | Ney |
| Lenhart, Florence Bernice | Somerset |
| Lenning, Ethel Alvira | Columbiana |
| Lerenman, Minnie M | Cambridge |
| Leslie, Ethel Bernice | Upper Sandusky |
| Lewis, Gertrude M | Youngstown |
| Lewis, Luella | Marengo |
| Liggett, Harold Eugene | Athens |
| Liggett, Thomas Henry | Athens |
| Lightle, Monna Merle | Mt. Sterling |
| Lim, Wee Kim | Bencoolen, Sumatra |
| Lindsley, Dorothy Elizabeth | Ashtabula |
| Linn, Alton | Pleasant Valley |
| Linscott, Fauna Lucile | Little Hocking |
| Linton, Elizabeth | Nelsonville |
| Linton, Estella Mae | Nelsonville |
| Linville, Joshua Carl | Junction City |
| Litle, Henry Clyde | Dyesville |
| Little, Hazel | Cambridge |
| Lively, Bertha Alwilda | Albany |
| Lively, Clara | Albany |
| Lively, Ina Mabel | Albany |
| Lloyd, Blanche | Marengo |
| Logan, William Henry | Athens |
| Long, Clara Belle | North Fairfield |
| Long, David Houston | Athens |
| Long, Edith | Byesville |
| Long, Ethel | Byesville |
| Long, Laura B | Portsmouth |
| Long, Louis John | Urbana |
| Lonsbury, Ruth Rachel | Sidney |
| Loper, Maud | Murray City |
| Loper, Rebecca Ellen | Murray City |
| | |
| Love, Ethel Echo | Versailles |
| Lowe, Bonnie Marie | Quincy |
| Lowe, Florence Mabel | Quincy |
| Lowman, Electa | Lynenburg |
| Ludlam, Lucy Ruth | Mineral City |
| Luttrell, Cyrus John William | Washington C. H. |
| Luttrell, Mamie Priscilla May | Washington C. H. |
| Lyle, Joseph Wilson | Cincinnati |
| Lyons, Ada | The Plains |
| | |
| McCann, Mary Veronica | Jacksonville |
| McCann, Nell Patricia | Jacksonville |
| McCarroll, Gertrude Rose | Steubenville |
| McClure, Linnie Ada | Oak Hill |
| McCollum, Inez Mae | Cambridge |
| McCrillis, Bertha L | Norwalk |
| McCurdy, Grace J | Canal Dover |
| McDermott, Perin | Hillsboro |
| McDougall, Charles Bastian | New Lexington |
| McDougall, Gilbert W | Athens |
| McFadden, Boice | Bethesda |
| McGee, Flora | Caldwell |
| McGinty, Anna | Chillicothe |
| McGuire, Nina Dean | Bowerston |
| McKay, Fred Merrick | Stewart |
| McKee, Ross Hamilton | West Carlisle |
| McKenzie, Elizabeth | Circleville |
| McKenzie, Hanna | Circleville |
| McKenzie, Katherine | Circleville |
| McKinley, Lona Mae | Derby |
| McLaughlin, George Ephraim | Wilkesville |
| McLaughlin, Henry Max | Wilkesville |
| McLean Mary Elizabeth | East Liverpool |
| McMasters, Bertha Arvilla | Mt. Pleasant |
| McRae, Donald Green | Scio |
| McReynolds, Wilbur Reece | Columbus |
| McVay, Charles Don | Athens |
| McVay, Francis Halbert | Athens |
| Mace, Lulu Edna | Athens |
| Mallen, Mary Foster | Nelsonville |
| Mann, Cora Anna | Cedarville |
| Mannion, Lillian Margaret | Gallipolis |
| Mariner, Daisy Belle | Athens |
| Marriott, John Coleman | Athens |
| Marshall, Belva Lockwood | St. Marys |
| Marshall, William Brandt | Lancaster |
| Martin, Elizabeth M | Albany |
| Martin, May Gertrude | Albany |
| Martin, Russell | Malta |
| Maskrey, Percy Bennett | Canton |
| Mason, Hazel | Corning |
| Mason, Hazel Mary | Athens |
| Masser, Ivan | Long Bottom |
| Mast, Sarah Katherine | Newark |
| Matheny, Clarence Albert | The Plains |
| Mathias, Grace | Uhrichsville |
| Matson, Mabel May | Millfield |
| Matthew, Harry Gardner | Lancaster |
| Maurer, Christine Wilhelmine | Sidney |
| Maxwell, Harley Stanley | Athens |
| May, Alice R | Athens |
| May, Ida Alice | Circleville |
| Medley, Etta Golda | Van Buren |
| Meeks, Eva | Charleston, W. Va. |
| Meighen, Audrey Ruth | Athens |
| Meighen, Frieda Madge | Athens |
| Meighen, Edna Mae | Sidney |
| Meinke, William Gottlieb | Oak Harbor |
| Melick, Beatrice Maude | Duncan Falls |
| Melick, Elizabeth Mae | Duncan Falls |
| Meredith, Jennie Belle | Freeport |
| Merrick, William Russell | Washington, D. C. |
| Merrin, Constance | Mt. Vernon |
| Merwin, Addie Tullis | Athens |
| Merwin, Magaret Blanche | Athens |
| Metcalf, James Henry | Millersburg |
| Metcalf, Lena | Gambier |
| Meyer, Elsie C | Oak Harbor |
| Michael, Ola May | Lynchburg |
| Miles, Gail | Salineville |
| Miller, Benjamin Warren | Millwood, W. Va. |
| Miller, John Albert | Thurman |
| Miller, Lulu Belle | Bellaire |
| Miller, Marilla Jenness | Muncie, Ind. |
| Miller, Mary Katherine | Hicksville |
| Miller, Norma Lois | Cincinnati |
| Miller, Orla Glen | Athens |
| Millhon, Myron Eli | Senecaville |
| Milligan, Rita Mary | Athens |
| Mills, Helen Mildred J | Athens |

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| Mills, Jessie Cleo | Athens |
| Mills, Lewis Herald | Athens |
| Milnor, Perley Clark | Pickerington |
| Minch, Henrietta Josephine | Marietta |
| Mindigo, Rosa Marie | Corning |
| Mineard, Odessa Mae | Spiller |
| Minkler, Zilpha Elizabeth | Berlin Heights |
| Minshall, Minnie Grace | Derby |
| Mitchell, Hazel | Lebanon |
| Mizer, Helen | Isleta |
| Mizner, Florence Adelia | Hubbard |
| Mobley, Gertrude Edna | Armstrong's Mills |
| Moehring, Lena | St. Marys |
| Moore, Frederick Darrell | Athens |
| Moore, Irvie Meechem | Byesville |
| Moore, Lovinnie | Gillespieville |
| Moore, Mabel Matilda | Robinson, Ill. |
| Moore, Ray | Athens |
| Moore, Wayne | Mineral City |
| Moorehead, Anna Gray | Zanesville |
| Morgan, Katherine Jane | Oak Hill |
| Morris, Dorothy Catherine | Magrew |
| Morris, Helen Mary | Athens |
| Morris, Nelle A | Magrew |
| Morris, Stella Tamar | Black Run |
| Morris, Wilmina Sophia | Lisbon |
| Morris, Winfield Scott | Clendenin, W. Va. |
| Morrison, Harry Leroy | Philo |
| Mosely, Lillian | Ostrander |
| Mowbray, Besse Irene | Lyndon |
| Mowry, Grace | Logan |
| Muhleman, Ora Viola | Hannibal |
| Mumford, Bessie Loudema | South Zanesville |
| Muntz, Earl Edward | Athens |
| Muntz, Edith | Athens |
| Muntz, Leonard William | Athens |
| Murch, James DeForest | Athens |
| Murphy, Ella Cecelia | Nelsonville |
| Murphy, Marian Elizabeth | Steubenville |
| Murray, Melvina Grace | Democracy |
| Murray, Rheba Dell | New Madison |
| Musgrave, Walter Eldon | Athens |
| Musser, Mabel Grace | Athens |
| Myers, Anabel Ruth | La Rue |
| Myers, Dana | Ostrander |
| Myers, Mattie | Carey |
| Mylius, Lillian | Zanesville |
| Napier, Gertrude Marie | Crooksville |
| Napier, Margaret Geraldine | Crooksville |
| Nau, Heber Bradley | Carroll |
| Nease, Sierra Nevada | East Liverpool |
| Neiswender, Leah | Columbus |
| Nelson, Mary Emeline | Bellaire |
| Nethers, Eva | Trinway |
| Newberry, Hawley De Witt | Corning |
| Newman, Autye Mae | Hamden |
| Nichols, Helen Mary | Newark |
| Nichols, Lorene C | Grove City |
| Nicholson, Ruth | Buffalo, Ohio |
| Nicholson, Wilbur H | Byesville |
| Nihart, Cora S | Edgerton |
| Nixon, Hugh Henry | New Plymouth |
| Nixon, John Newton | Bremen |
| Noe, Winona Rebecca | Mt. Gilead |
| Nolan, Emilie | Sandusky |
| Norman, Lavinia | Huntington, W. Va. |
| Norris, Eva | Stewart |
| Nye, Earl Lemoine | Athens |
| Ogdin, William Roy | Carpenter |
| Ogilvie, Louise Johnson | Chillicothe |
| Ohl, Marae Elizabeth | Hartford |
| Oliver, Wayland Wilson | Senecaville |
| Orrison, E. K | Belmont |
| Ostermayer, Matilda | Canton |
| Overly, Hazel May | Chillicothe |
| Pake, Ida Merle | Barnbridge |
| Pancake, Olive | Conway |
| Parker, Edna Lucile | Athens |
| Parker, Evva Lizzie | Charleston, W. Va. |
| Parker, May Margaret | Athens |
| Parker, William Floyd | Athens |
| Parks, Paul Blaine | Nelsonville |
| Parnaby, Chester William | Middlefield |
| Parr, Charles Hamilton | Great Bend |
| Partlow, Doris Olive | Carbondale |
| Patterson, Lena Estelle | Athens |
| Peck, Margaret Ray | Hinton, W. Va. |
| Pelley, Mary Vance | Mingo Junction |
| Pemberton, Carl G | New Lexington |
| Penrod, Vivian Victoria | Sayre |
| Perry, Louise Rebecca | Nelsonville |
| Person, Everett J | Long Bottom |
| Petty, Gladys | Rockland |
| Phelps, Nellie | Cleveland |
| Phelps, Rilda I | Xenia |
| Pickering, Ethel Susannah | Athens |
| Pickering, Grace Gardner | Athens |
| Pickering, James Theodore | Athens |
| Pickering, Joseph Linville | Athens |
| Pickrel, Mary Bennett | London |
| Place, Jesse Alfred | Athens |
| Plummer, Thomas Herbert | Athens |
| Poly, Ursina Mary | Versailles |
| Pond, Walter Allen | Linworth |
| Porter, Frances Hannah | McConnelsville |
| Potts, Carl Grady | Athens |
| Potts, (Mrs.) Hettie Mary | Sharpsburg |
| Potts, Pearl Lucile | Athens |
| Pounds, Marie | Ostrander |
| Powell, Harold Clay | New Lexington |
| Power, Eva Inez | Nelsonville |
| Powers, Anna Leone | Paulding |
| Price, Aaron Sumner | Athens |
| Price, Anna Klostermeier | Athens |
| Price, Frederick Nicholas | Arlington |
| Price, Jennie Lovina | Athens |
| Price, Marie Louise | Athens |
| Purdun, Bessie | Bourneville |
| Putnam Susan Mildred | Athens |
| Pyers, Bessie | Athens |
| Pyers, Grace | Athens |
| Quinlan, Patrick Thomas | Athens |
| Quinlin, Marie M | Fort Loramie |
| Quinton, John Murray | Phoneton |
| Racey, Eva Romola | Caldwell |
| Radcliffe, Mento | Williamsport |
| Rains, Hattie Gertrude | Leesburg |
| Rambo, George Jefferson | Jacksonville |
| Ramsey, Martin Newell | Shadyside |
| Randall, Alice Lucretia | Middlefield |
| Rann, Emery Luvelle | McDonald, W. Va. |
| Ray, John Watson | Oil City, Pa. |
| Ream, Viola Katherine | Somerset |
| Redding, Ora | Erie, Ohio |
| Reed, Jennie Holloway | North Fairfield |
| Rees, Harry S | Delphos |
| Reese, Gertrude Evelyn | Mount Eaton |
| Reeves, Essie Holmes | Somerton |
| Reeves, Olive Marie | Shade |
| Regan, Mary Julia | Wilmington |
| Reichelderfer, Gladys Ruth | Kingston |
| Reynolds, Annette Dorothy | Lorain |
| Rhinehart, Berenice | Gnadenhutten |
| Rhodes, Clifford | Minersville |
| Rice, Inis F | Van Wert |
| Richards, Edward Ray | Zanesville |
| Richards, Heber Holbrook | Wellston |
| Richards, Marzuela | Athens |
| Richeson, Marian Cromwell | Athens |
| Richter, Marie Elizabeth | Milford Center |
| Rickards, Lora Altha | Austin |
| Ricketts, Elda Arvilla | Washington C. H. |
| Ricketts, Reba | Washington C. H. |
| Rickey, Edna | Athens |
| Ridgway, Sarah | Derby |
| Riggs, Ada Graham | Senecaville |
| Riley, Lauretta | Athens |
| Riley, Theresa Genevieve | Jacksonville |
| Riley, Walter Emmett | Athens |
| Ritchie, Ethel Margaret | Middlefield |
| Roach, Edith Marie | Athens |
| Roberts, Emmett Ephraim | McConnelsville |
| Roberts, George Shannon | Glouster |
| Roberts, Georgia Etta May | Harris Station |
| Roberts, Grace Greenwood | Nelsonville |
| Roberts, Jessie Marie | Sidney |
| Roberts, Majel | Hamden |
| Roberts, Mildred Gray | Nelsonville |
| Roberts, Olive Jane | Sidney |
| Roberts, Vera Virginia | McConnelsville |
| Robins, Lela Foss | Pleasant City |
| Robinson, Blanche | Bidwell |
| Robinson, (Mrs.) Ida | Athens |
| Robinson, Helen | Mansfield |
| Robinson, Mary Kyle | Dillonvale |
| Rockenbauch, Adelaide | Huron |
| Rodgers, Geraldine | Conneaut |

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|---|---|
| Rogers, Anona Marie | New Dover |
| Rogers, Martha Vera | Myesville |
| Rogers, Ruth | New Dover |
| Rogers, Thomas H | Bason |
| Rohrbacher, Clara Belle | Castalia |
| Root, Mary L | Middleport |
| Rose, Florence Gertrude | Martins Ferry |
| Roseboom, Ella Delora | Frankfort |
| Ross, Virgil Phillips | Kimbolton |
| Rossell, Olive Elizabeth | East Palestine |
| Roswurm, Esther Delila | Kelly's Island |
| Roswurm, Ruth | Kelly's Island |
| Rowe, Iris | Bradner |
| Ruff, Nelle | Thurman |
| Rusk, Anna | Malta |
| Russell, Carrie Sophie | Cannelville |
| Russell, Florine | Coolville |
| Russell, Lewis Walter | Luther, Montana |
| Ruth, Clifford Everett | Shade |
| Rutledge, Ethel Cora | Athens |
| Rutledge, Mayme Lizbeth | Athens |
| Sailor, Hobart Andrew | Corning |
| Sams, Darrell | Athens |
| Sands, Forest Lotta | Poston |
| Sands, Willis Fuller | Athens |
| Sanford, Robert Mason | Defiance |
| Sauer, Charles August | Wheelersburg |
| Sauers, Bernice Olive | Hicksville |
| Saunders, Frederick Pearce | Steubenville |
| Sayre, Arthur Alan | Athens |
| Scarberry, Wilbur Galveston | Gallipolis |
| Schofield, Florence Margaret | Sidney |
| Schottelkorb, Margaret | Corning |
| Schreiner, Estelle | Chillicothe |
| Schuh, Minnie Belle | Grove City |
| Schwartz, Rena | Zanesville |
| Scott, Blanche Lulu | St. Clairsville |
| Scott, Linda Mina | Gallipolis |
| Seamans, William Oliver | Delaware |
| Secrest, Edna Emma | Sarahsville |
| Secrest, Harry Edwin | Pleasant City |
| Secrest, Ralph J | Buffalo, Ohio |
| Secrest, Ruth | Buffalo, Ohio |
| Seffens, Flora Blanche | Sebring |
| Selby, Carrie Rowena | Vincent |
| Semple, Mary Sherman | Youngstown |
| Seward, Donald Krep | Athens |
| Shafer, Anna Merle | Athens |
| Shaffer, Bessie Maude | Rockbridge |
| Shaffer, Hattie Viola | Bellville |
| Shafer, Hazel | Nelsonville |
| Shafer, Wayne | Bellville |
| Shaner, Mary Ruth | Athens |
| Shannon, Alice Magdalene | Athens |
| Shannon, Ella Veronica | Athens |
| Sharp, David Benjamin | Athens |
| Sharp, Hattie Stiles | Athens |
| Sharp, Helen Crew | Cadiz |
| Sharritt, Chloe Wilda | Newark |
| Shaw, Mary Elizabeth | Frazeysburg |
| Sheffer, Pauline | Mt. Blanchard |
| Sheldon, Jessye Dee | Waterford |
| Sherman, George Leslie | Athens |
| Shields, Lydia Brooks | Crooksville |
| Shields, Mary Hambleton | Crooksville |
| Shilliday, Clarence Lee | Ithaca, N. Y. |
| Shirkey, Della Myriam | Jacksonville |
| Shirley, Elmer Wesley | Guysville |
| Shively, Earl Cranston | McArthur |
| Shoemaker, Daisy Belle | West Rushville |
| Shoemaker, Zua | Piketon |
| Shott, Vivian Richards | New Philadelphia |
| Shuman, Lulu Elizabeth | Pleasant Grove |
| Shumway, Roswell Burr | Portsmouth |
| Siders, Cecil Franklin | Seaman |
| Simmons, Everett McCollom | East Monroe |
| Siniff, Anna | Carthon |
| Skinner, Harley Clay | Newark |
| Skinner, Lulu Faye | Newark |
| Slaughter, Adria | Athens |
| Smedley, Margaret Gertrude | Youngstown |
| Smith, Albert Truman | Big Plain |
| Smith, Christopher Ira | Congo |
| Smith, Clarence Fenton | West Manchester |
| Smith, Goldie | Mt. Sterling |
| Smith, Margaret Mae | Gillespieville |
| Smith, Ona | Hamilton |
| Smith, Vernon V | Lancaster |
| Smith, William Edward | Conneaut |
| Souder, Ruth Serena | Athens |
| Southard, Florence Ethel | West Mansfield |
| Speigle, Leona | Reynoldsburg |
| Speyer, Anna Belle | Athens |
| Spracklen, Arloa Janiza | Kenton |
| Spriggs, Clara C | Lucasville |
| Stackhouse, Merry Levering | Fredericktown |
| Stage, Hazel Emma | Byesville |
| Stage, John Edward | Athens |
| Staker, David Daniel | Franklin Furnace |
| Staneart, Charles Ernest | Athens |
| Stanton, Flora Mae | New Marshfield |
| Starr, Everett Murch | Athens |
| Steadman, Frances Elizabeth | Glouster |
| Steele, Alice Blanche | Columbus |
| Stephan, Edith Lenore | Marietta |
| Stephan, Etta Wilhelmina | Marietta |
| Stephenson, Joseph Newton | Ripley |
| Stevens, Frances | Newark |
| Stevens, Sylvester | Senecaville |
| Stewart, Agnes | Ironton |
| Stewart, Carroll | Athens |
| Stewart, Mattie Marie | McArthur |
| Stickler, Anna Phoebe | Cove |
| stickney, Bertha Stewart | Athens |
| Stiles, Minnie Gertrude | Cambridge |
| Stincheomb, Judd Thoma | Sycamore |
| Stissel, Lena | Athens |
| Stoker, Edith May | St. Marys |
| Stone, Evan D. | Belpre |
| Stone, Rufus Emmett | West Rushville |
| Stone, Verna L. | Belpre |
| Stonebraker, Cecil Stanton | Belmont |
| Stookey, Viva May | Frankfort |
| Stott, Susan Eleanor | Athens |
| Stout, Bertha | Carpenter |
| Stoyle, Ethel Mae | Shawnee |
| Strickler, Ray | Coolville |
| Stringfellow, Emma Abigail | Gallipolis |
| Strode, Hazel Dean | Chesterhill |
| Stuart, George Washington | Nelsonville |
| Stuber, Wilda | Sidney |
| Summers, Elsie Elizabeth | Dayton |
| Swaim, Hannah Marie | Athens |
| Swaim, Almeda | Lancaster |
| Swank, Helen | Murray City |
| Swartz, Arthur | Millbury |
| Swartz, Lena Ada | McArthur |
| Sweet, Nellie Evelyn | London |
| Swiger, Ora Ethel | South Zanesville |
| Swinehart, Ross Poorman | Somerset |
| Tannehill, Clarence James | West Alexander, Pa. |
| Taylor, Arthur Hamilton | McArthur |
| Taylor, Esther Marcella | McArthur |
| Taylor, Veda Fern | Cumberland |
| Terry, Evelyn Llewellyn | Nelsonville |
| Terry, Inez Wendolyn | Amanda |
| Tewksbury, C. William | Athens |
| Thomas, Della Lee | Kirkersville |
| Thomas, Florence May | New Holland |
| Thomas, Lotta | Hugheston, W. Va. |
| Thomas, Mabel Marvel | Chesterhill |
| Thomas, Nettie | Kirkersville |
| Thomas, Susan Mildred | Portsmouth |
| Thompson, Bert M. | Byesville |
| Thompson, Bertha | Mechanicsburg |
| Thompson, Goldie Belle | Bowerston |
| Thornburg, Mamie | La Rue |
| Thorne, Bessie Annette | Huron |
| Thornhill, Gertrude | Wellston |
| Thurlow, Genevieve Baker | Athens |
| Thurlow, Greely Gordon | Athens |
| Tidd, Alice Geneva | Williamsfield |
| Tidd, Harland Owen | Williamsfield |
| Tidrick, Neva Jane | Newcomerstown |
| Tilton, Harry Whiting | Claysville, Pa. |
| Timberlake, Effie Llewellyn | Washington C. H. |
| Timberlake, George Fremont | Washington C. H. |
| Timmons, Elsie Leland | Gillespieville |
| Tinney, Kathryn | Conneaut |
| Toland, Ethel St. Clair | Harrisville |
| Tom, Daisy Bernice | New Concord |
| Tong, Ka Chang | Rosewood, China |
| Tresham, Jessie May | Harrisville, W. Va. |
| Tripp, Anna Lurea | Wellston |
| Trout, Bessie | Findlay |
| Tsui, Wellington Kom Tong | Canton, China |
| Turner, Oda Davis | Salem |

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| Ulery, Vesta | Marengo |
| Ulrich, Cordelia Adeline | Port Washington |
| Ulrich, Victoria Helena | Lewisville |
| Umstead, Helen Amelia | Bellaire |
| Unger, Laura | |
| | Tuscarawas |
| Van Dyke, Stella May | Athens |
| Van Heyde, Bertha | Carey |
| Van Valey, Gladys Lucile | Athens |
| Van Voorhis, Louie Edith | Hendrysburg |
| Van Voorhis, Omer Everett | Hendrysburg |
| Van Winkle, Anna M | Newark |
| Van Winkle, Edwin C | Cincinnati |
| Vance, Nellie | Lynchburg |
| Vance, William Hoadley | Hillsboro |
| Vandayburg, Pearle | Pataskala |
| Vandervort, Elizabeth | Loveland |
| Varner, May | Black Run |
| Veit, Elsie | Castalia |
| Vercoe, Herbert James | Athens |
| Verity, Jeannette Virginia | Nelsonville |
| Vernon, Mary | Pleasantville |
| Vianna, Luiz de Lima | Minas Geraes, Brazil |
| Vincent, Elsie Vere | Van Wert |
| Voight, Olive Elizabeth | Sandusky |
| Voglesang, Nell | Wellston |
| Von Schriltz, Ruth | Chillicothe |
| | |
| Wade, Lelia Lurene | Millfield |
| Wadley, Vaughn | Athens |
| Wagner, Julia Ann | Bucyrus |
| Wagner, Lela Elsie | Carrollton |
| Wagner, Pauline | Beverly |
| Wallace, Martha Esther | Columbus |
| Wallace, Mary Iva | Jacobsburg |
| Walpole, Alva Branson | Malta |
| Walraven, Thomas Roland | Malta |
| Walsh, Ella Augustine | Cincinnati |
| Walsh, Josephine | Vincent |
| Wamsley, Osa | Otway |
| Ward, Mary | Athens |
| Ward, Theron William | Athens |
| Warfield, Mae | Belpre |
| Warner, Nora Teresa | Oreton |
| Warnock, James Boyd | Warnock |
| Warren, Effie | Caldwell |
| Watkins, Mary Carson | Athens |
| Watkins, Nettie E | Athens |
| Watkins, William Poston | Athens |
| Webber, Robert Grover | Sistersville, W. Va. |
| Weekley, Bertha Leota | Armstrong's Mills |
| Weidner, Amelia | Toronto |
| Weist, Garnet Louise Claypool | Nelsonville |
| Welch, Charles Edwin | Athens |
| Welch, Mary Elizabeth | Beloit |
| Welsh, Ethel Mae | Glen Roy |
| Wentz, Esther | Kenton |
| Wharff, Edna Mae | Stewart |
| Wharton, Edna Florida | New Marshfield |
| Wharton, Marjorie Edith | New Marshfield |
| Wharton, Maud Hazel | Barnesville |
| Wherley, Edith Gertrude | Mineral City |
| White, Bernice Eva | Middlefield |
| White, Clara Minerva | Columbiana |
| White, Gladys Irene | Castalia |
| White, James Henry | Chandlersville |
| White, Joseph Cook | New Concord |
| White, Lizzie Gertrude | Athens |
| White, Lola Florence | Sciotoville |
| Whitmore, Maggie | Buchtel |
| Wiedemer, Lottie Becht | Norwood, Cincinnati |
| Wiley, Nathaniel | Kimball, W. Va. |
| Wilkes, Ernest Constantine | Athens |
| Wilkes, Fred Arnold | Athens |
| Williams, Carrie | Athens |
| Williams, Coral May | Crooksville |
| Williams, Eva | Lebanon |
| Willis, Gertrude | Nelsonville |
| Willis, Vernon Louise | Ironton |
| Willoughby, Ida May | Ashville |
| Wilson, Thelma | Columbus |
| Wilson, Walter H | London |
| Winget, Nora Annice | Gillespieville |
| Winters, Lloyd Nelson | Clyde |
| Witt, Charles Edward | Athens |
| Wolcott, Marion | Greenwich |
| Wolfe, Scott | Athens |
| Wood, Cary C | Highland |
| Wood, Nannie | Portsmouth |
| Wood, Oliver Lee | Good Hope |
| Workman, Benson Earl | Lynchburg |
| Worrall, Paul Clifton | Chesterhill |
| Wright, Alice English | Mt. Pleasant |
| Wyckoff, Emma Grace | Athens |
| Wyeth, Cleo Dee | Johnstown |
| | |
| Yost, Mildred Annette | Mingo Junction |
| Young, Harry Curtis | Millersburg |
| Young, Lola Lee | Athens |
| Young, Shirley May | Jacksonville |
| Young, Virginia Charlotte | Athens |
| | |
| Zenner, David Roe | Athens |
| Zenner, Philip McKnight | Athens |
| Zimmerman, Gladys | Albany |